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ABSTRACT

Compiled to promote the development of high quality, affordable, and accessible day care programs in West Tennessee, this manual helps prospective child caregivers decide which kind of day care to operate and describes start-up steps and program operation. Section 1 focuses on five basic questions of potential caregivers: (1) Which type of child care do I want to provide? (2) What makes a successful working program? (3) Can I make this a profitable enterprise? (4) Is this the right line of work for me? and (5) Shall I proceed to design a day care service? Section 2 concerns licensing procedures, financial management, recruitment and enrollment of children, community support, program space, health and safety factors, the process of serving children with special needs, written program structure, equipment guidelines, and behavior management. Section 3 deals with administrative functions and program needs, such as staff development and support, children's records, recordkeeping, public relations, parent involvement, maintenance, and program evaluation. A subsection on successful working programs includes information gained from interviews conducted at six center-based programs, a family day care home, and a group day care home. (RH)

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Designing Day Care

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A Resource Manual for Development of Child Care Services

PS 018335

Designing Day Care

A Resource Manual for Development of Child Care Services

Jacquelyn O. Jones

MIFA Rural Day Care Development Program

MIFA

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Introduction

By 1990, 75% of women ages 18-55 will be working for pay outside the home. In the face of these economic realities and changing lifestyles, day care becomes a critical need.

In rural West Tennessee, options for employment and day care are limited. Designing quality child care that is both affordable and readily accessible will benefit rural communities in two ways:

- Licensed day care providers will have the opportunity to open their own small businesses and earn additional income;

- Parents will be assured of quality child care enabling them to seek needed employment.

This manual has been compiled to help in the development of such day care programs by giving potential day care providers the information they need to get started.

This material helps the reader decide which kind of day care to operate - Family Day Care Home, Group Day Care Home, or Child Care Center - and then describes start-up steps and ongoing operations.

For all who love working with children and wish to establish day care programs, this comprehensive manual will be a valuable tool.

It is our hope that with the help of this resource material, the availability of quality day care programs will increase, strengthening the communities of rural West Tennessee.

Dedication

This Resource Manual is dedicated to the four Day Care Licensing Counselors who service the 20 counties of western Tennessee (or District VII). Their patient persistent efforts helped to develop child care services, monitor their quality, and provide resource information and support to the individual child care providers. Most of the providers interviewed referred to them as the major resource for starting a child care program.

Their support and guidance made the idea for this Manual become reality. Our warmest appreciation is expressed to:

- **Margaret Burdette**
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Section One

"What Am I Getting Into.....?"

Tools for deciding whether to become a child care service provider

Which type of child care do I want to provide?

Child care may be center-based or home-based. In center-based, children are brought to a setting designed for the purpose of child care. The Center may be an independent building, or housed in a larger facility which also houses other services (church, school, clinic, civic center).

Working at a Center has the following advantages:

-It's totally oriented toward the needs of children.
-It's clearly an individual business.
-A larger number of children can be served.
-Staff go home at the end of the day.

A Center-based facility has the following special considerations:

-Staff must commute to work.
-It is larger, and more demanding, and requires more overall responsibility.
-Hiring, training and supervision of staff are involved.
-Maintaining the physical plant is a major responsibility.
-Broad community support and a Board of Directors are needed.

Home-based child care is divided into two types which depend on the number of children served. A Family Day Care Home may serve a maximum of 7 children. A Group Day Care Home may serve a maximum of 12 children (or 15 if the 3 extra are school age).

Home-based care has the following advantages:

-Your home is your work place - no commuting.
-There are fewer children to care for.
-Record keeping is less complicated.
-Hiring , training, and supervising of staff is minimal.

Special considerations of Home-based child care include:

-You never get away from the child-care environment or work place since it is in your home.
-Parents may be less considerate of picking up their children on time since you are at your home.
-Wear and tear on your home furnishings.

The names of the types of child care are used to designate the size of the service. A Family Day Care Home may serve a maximum of 7 children, and a Group Day Care Home may serve a maximum of 12 children (3 additional are approved if they are school age). A Day Care Center may serve 15 or more children, depending on the amount of available floor space, 30 square feet per child.

Characteristics Common To All
Licensed Child Care Programs

- Day Care Programs for groups of five or more children must be licensed.

- Day Care Programs provide less than 24 hour care.

- Children in day care must be at least 6 weeks old.

- Records include:

    . An agreement between caregiver and parent
    . An operating budget
    . Three written references for each caregiver
    . Adult health records
    . Child health and immunization records
    . Daily attendance records
    . Emergency information records

- An adult must be present and supervising at all times.

- Staff must be physically, mentally, and emotionally capable of performing duties.

- Pre-School children must have a reclining rest period.

- All equipment must be well made and safe.

- Daily programs should include both free choice and adult directed activities.

- Children receive meals and snacks depending on the number of hours in day care.

- Facility shall meet fire safety and environmental standards.

Differences Among the Three Types of Programs

	Family Day Care Home	Group Day Care Home	Child Care Center
Number of Children	5-7	8-12 (3 additional if school age)	13 or more in group setting
Adult/Child Ratio	1-7	1-12	Depends on ages of children and number in group
Qualifications of Caregiver	- at least 18 years old - ability to read and write	- at least 21 years old - High School Diploma - Course in Child Development	- some college and one year experience - more than 50 children: college degree + 2 years experience
License Fee	$5	$10	$15 - fewer that 50 children $20 - more than 50
Organizational Structure	For profit program: Advisory Board	For profit or non-profit agency: Advisory Board	For profit or non-profit agency: Board of Directors

A family or Group Day Care Home may be provided in an area outside the home. Some businesses have developed such programs in space they own as a way to start child care for their employees on a small scale.

The first step in deciding whether to become a child care provider is to determine which type of program you wish to develop. Review the following pages to learn about the characteristics common to all types of child care programs, and to identify the major differences between them.

At this point, you should have an idea of the type of child care business that interests you.

"What makes a successful working program?"

Now that you have chosen the type of child care you wish to develop, you probably would like to learn about some working programs.

The following pages contain information gained from interviews with six center-based programs, a Family Day Care Home and a Group Day Care Home.

You may wish to read only about the program type you have chosen, or read all of them for a basis of comparison.

These programs were chosen because they are successful working samples of different types of child care, and each shows a different way of connecting itself to the established services of its community. Please note that Center based programs may be for profit or not-for-profit.

The Centers interviewed included:

- one developed as part of a comprehensive children's services agency;
- one developed as a training and service component at a Vocational High School;
- one developed and supported by an entire community;
- one developed and sponsored by a community church;
- one developed and sponsored by a state employer.

It appears that the chance for success of any child care service is greater if it is developed as part of a service component in a community. Such an arrangement taps existing community support and resources.

The informants for each program have agreed to serve as resources to any potential provider. Their names and telephone numbers are listed with their permission. Please call them to expand on the information provided.

Family Day Care Home - Private For Profit

1. **Name:** *Ms. Judy's Junior Junction Preschool*

2. **Address:** Rt 1, Box 257-B Stantonville, TN 38379.

3. **General Description:** A child care service provided in a private home, with a maximum total attendance of 7 at any one time.

4. **Director:** Ms. Judy Brown

5. **Owner:** Ms. Judy Brown

6. **Number of Children Served:** 7 **License Capacity:** 7 **Ages:** 2-5

   Are handicapped children served? Yes X No__
   If yes, what types?
   A 12 year old girl with cerebral palsy who wears leg braces and uses wheelchair and a walker. A child with a cleft palate.

7. **Hours of Operation:** 6:30 AM to 5:30 PM

8. **Is transportation provided?** No

9. **Do you rent or own your building?** own

10. **Number of staff:** 1 Full time: 1 Part time: 0

11. **Are meals and snacks provided?** Yes X No__

12. **Are you a member of the Child Care Food Program?** Yes X No__
    If No, why not?

13. **Number of years in operation:** 6 months. Opened 10-1-88.

14. **What brought you into the business of child care?**
    Ms. Brown had worked as an assistant in a Day Care Center for 2 years. After being laid off, Ms. Brown started to babysit in her home. She used knowledge obtained as preschool teacher to develop preschool training in a home atmosphere.

15. **What steps were taken to develop your service?**
    Called Day Care Licensing Counselor. Ms. Brown had planned to open a center, but was unable to find adequate enrollment. Also, local earnings of parents could not support the fee scale she needed to charge to make it worthwhile.

16. **What problems were encountered in the start-up process?**
At first, her Home Owner's insurance carrier refused to cover child care business in her home. The company changed its stand after obtaining information from a state agent.

17. **What, if anything, would you do differently?**
Plan to develop home-based care rather than center-based from the start. Rural areas can't support the cost of center based care.

18. **What, if any, resources did you find helpful during start-up?**
The Day Care Licensing Counselor.
The state's Licensing Manual.
Her husband made all outside play equipment, tables, chairs and shelving, and did required fencing for play ground.

19. **Describe Board of Directors - How many? N/A**

20. **What type contact, if any, do you have with other child care providers?**
Keep in touch with several licensed providers on the phone.

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
I have called JTPA and DHS to inform them of my service.

22. **How do you recruit for enrollment?**
Ads in local papers. Word of mouth. Calls to local agencies and large employers.

23. **Budget information:**
Monthly income total: Earns approximately $1,480 before taxes and expenses
Start-up budget: about $3,000 (equipment and fencing)

Unforeseen budget problems:
Fire extinguishers. Protective screens for heaters. Insurance cost $100 more than was expected.

List all funding sources:
Parent fees ($1130/mo) and Child Care Food Program ($350/mo).

24. **Current fee structure:** Weekly rate $37.50 or $7.50 per day
Holiday and absences paid? Yes _X_ No___
Any other charges? Yes ___ No _X_
Do realistic fees meet operating expenses? Yes X No ___
It's a struggle to break even.

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
Read Early Childhood books and catalogues
Visit programs

List in-services attended in past 6 months:
Child Care Food Program by MANNA
Christmas program ideas
Servicing handicapped and compliance with Section 504

26. **What are the most typical problems in dealing with parents?**
The most difficult were times when parents refused or just could not pay the fee due, or when their check "bounced." Consistent daily communication keeps problems from building up.

Describe types of parent involvement:
Daily talk. Must keep an "open line."

27. **What are the most typical problems dealing with staff?** N/A

28. **What are the most typical problems dealing with children?**
Children competing and picking at each other. Sometimes each one wants total attention.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
Ideas for program activities.

30. **Do you have/use a prepared curriculum?** Yes _ No X

If yes, name.

If no, how do you get ideas for daily activities?
Books and catalogues. Training in the Day Care Center. Also use Creative Preschool Curriculum Outline.

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes ___ No X

What items would you purchase if you had "found" money?
Montessori equipment and additional playground equipment.

32. **What was the last large unexpected building maintenance expense?**
Needed to put banisters on outside entrance steps.

33. **Director Information:**
Education: High School diploma and some night school courses. She hopes to obtain Child Development Associate certificate and continue her education in Child Psychology.

"Downtime" or Relaxation activities:
Nap time gives me a break. When I have some time to myself I clean, cross stitch, or write a letter.

34. **What advice would you give to someone considering entering the business of child care?**
One has to be patient, affectionate and healthy to do child care in the home. "One has to like kids, and not be in it just for the money." Keep good records, e.g., receipts to document everything. Be frugal, resourceful and make everything you can.

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
"I enjoy working with kids. Their day is my day."
"I feel like I make a contribution to the community."
"I get children off to a good start and contribute to their future by providing quality care, early training, and showing them that learning is fun."

If you have questions about this type child care program, call Ms. Judy Brown at (901) 645-3920. She has agreed to serve as an Information Resource person.

Group Day Care Home - Private for Profit

1. **Name:** *Griff's Group Day Care Home*

2. **Address:** 302 Elm Street, Tiptonville, TN 38079

3. **General Description:** A home based child care service able to serve a maximum of 12 children in attendance at one time.

4. **Director:** Meta Griffith

5. **Owner:** Meta Griffith

6. **Number of Children Served:** 12 **License Capacity:** 12 **Ages :** 1 year - 5 years

   Are handicapped children served? Yes___ No X
   If yes, what types?

7. **Hours of Operation:** 6:30 AM to 5:30 PM

8. **Is transportation provided?** provide pick up for school age at school

9. **Do you rent or own your building?** own

10. **Number of staff:** 2 Full time: 1 Part time: 1 (summer)

11. **Are meals and snacks provided?** Yes X No__

12. **Are you a member of the Child Care Food Program?** Yes __No X
    If No, why not? I'm afraid it would count as additional income and affect other financial benefits.

13. **Number of years in operation:** 15

14. **What brought you into the business of child care?**
    "I quit a factory job to stay at home with my own new baby. I started babysitting to earn some money."

15. **What steps were taken to develop your service?**
    A Day Care Licensing Counselor heard she was babysitting and approached her to become licensed.

16. **What problems were encountered in the start-up process?**
    Getting enough equipment and materials.
    Doors had to be turned so they all would exit out.

17. **What, if anything, would you do differently?**
Set up the service in a Center, and not work out of my home. I have no place to get away from work, or free from the presence of children.

18. **What, if any, resources did you find helpful during start- up?**
The Day Care Licensing Counselor

19. **Describe Board of Directors - How many?** N/A

20. **What type contact, if any, do you have with other child care providers?**
"I see other providers while attending scheduled DHS training and workshops. I used to talk with a neighbor who was a provider."

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
No.

22. **How do you recruit for enrollment?**
People find me by "word of mouth."

23. **Budget information:**
Annual budget total: $7,000 (food costs about $125 a week)
Start-up budget: Cost of basic equipment

Unforeseen budget problems:
Cost of fire proofing floors and ceilings, e.g., fire resistant carpet and fire retardent varnish. Cost of turning doors to exit out.

List all funding sources: Fees from parents.

24. **Current fee structure:** Weekly rate: $30
Holiday and absences paid? Yes X No___
Any other charges? Yes__ No X
Do realistic fees meet operating expenses? Yes X No___
Just barely break even.

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
"I'm unable to attend many in-services. Due to a health problem, I need to rest on the weekends."
List in-services attended in past 6 months:
Program ideas.

26. **What are the most typical problems in dealing with parents?**
No problems with parents.

Describe types of parent involvement:
We talk every day and have a "sit-down" talk whenever it is needed.

27. **What are the most typical problems dealing with staff?**
They are my family.

28. **What are the most typical problems dealing with children?**
Getting them potty trained. Some mothers are lazy about it.
I treat them as my own and correct them as needed.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
Play activities

30. **Do you have/use a prepared curriculum?** Yes __ No X

If yes, name.

If no, how do you get ideas for daily activities?
"I am not trained, so I don't teach."

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes X **No**___ I'm constantly buying new things to provide variety and replace lost and broken equipment.

What items would you purchase if you had "found" money?
Small toys i.e., puzzles

32. **What was the last large unexpected building maintenance expense?**
We had to put flame retardant paper over wood panelling ($500). We just replaced a stove for central heating and air conditioning.
We plan to put in astro turf this year.

33. **Director Information:**
Education: completed 6th grade

"Downtime" or Relaxation activities: Family and rest

34. **What advice would you give to someone considering entering the business of child care?**
Start a center. Don't do child care in your home. There is great wear and tear on your floor and furniture. "You can make money if you plan and manage well."

35. What are the qualities/characteristics of the child care business which have motivated you to continue?

"You have to love children and be able to put up with children."
"You have to 'have the knack'."
"It is a good income for my level of training."

If you have questions about this type child care program, call Ms. Meta Griffith at (901)253-9740. She has agreed to serve as an Information Resource person.

Day Care Center - Private Non-Profit
Family Services Component

1. **Name:** *Child Care Learning Center*

2. **Address:** P.O. Box 45, Covington, TN 38019

3. **General Description:** The Child Care Learning Center was developed as one needed component of comprehensive services provided to children and their families. It is housed in the same building with the other component programs.

4. **Director:** Mrs. M.L. Bommer
Day Care Coordinator: Ms. Vickie Taylor

5. **Owner:** Tri-County Children & Family Services, Inc.

6. **Number of Children Served :** 16 **License Capacity :** 30 **Ages:** 2-5

Are handicapped children served? Yes ___ No X
If yes, what types?

7. **Hours of Operation:** 6:30 AM - 5:00 PM

8. **Is transportation provided?** No

9. **Do you rent or own your building?** Long-Term Lease

10. **Number of staff:** 5 Full time: 4 Part time: 1

11. **Are meals and snacks provided?** Yes X No ___

12. **Are you a member of the Child Care Food Program?** Yes X No ___
If No, why not?

13. **Number of years in operation:** Two months. Opened Jan 23, 1989.

14. **What brought you into the business of child care?**
Community need was the number one reason for developing the Child-Care Center.

15. **What steps were taken to develop your service?**
Community assessment, identification of resources, identification of staff, development of learning program, setting up classrooms and kitchen. Training of staff, identification and location of child enrollment.

16. **What problems were encountered in the start-up process?**
The start-up process was problem-free because of advance planning time. Because each step in the developmental process was carefully executed, the start-up process went as planned.

17. **What, if anything, would you do differently?**
We cannot think of anything that we would have done differently. Our project was over three years in the planning stage - so everything was covered.

18. **What, if any, resources did you find helpful during start- up?**
Director: Renovation Grant from the Department of Human Services to put in feeding facilities. It would have been impossible to start up without this grant.
Coordinator: Directors of other Day Care Centers, and written state regulations.

19. **Describe Board of Directors - How many?** 15
Roles in Community: Director of DHS, Teachers, Minister, Insurance Broker, Business Owners, Factory Worker, Board of Education Supervisors, Retired Education Administrator and Parents. (Same Board serves for agency)

20. **What type contact, if any, do you have with other child care providers?**
Coordinator occasionally calls another DCC Director to discuss issues and problems.

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
We talked to local plant managers, but they were not interested in formal agreements or contracts. But, they allow flyers and announcements to be placed on their bulletin boards.

22. **How do you recruit for enrollment?**
We did a survey to find out how many people were interested in a Day Care. From these surveys, families were contacted that expressed interest in care. Also newspaper, radio and churches were sent announcements about enrollment.

23. **Budget information:**
Annual budget total: $100,000

Unforeseen budget problems:
Full enrollment has not been reached even though four times the number of families stated they needed services - this causes cash-flow problems. We anticipated full enrollment from day one.

List all funding sources:
Self-pay from parents and Child-Care Food Program. In-kind Coordinator salary from another agency's program.

24. **Current fee structure:** Weekly rate: $30 ($15 for second child in family)
Holiday and absences paid? Yes _ No X
Any other charges? Yes X No __
Do realistic fees meet operating expenses? Yes _ No X

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
Bi-weekly staff meetings, workshops and conferences, and performance evaluation.

List in-services attended in past 6 months:
- Child Abuse - Recognition & identifying & reporting
- First Aid
- CPR
- Communication skills
- Teacher-made activities
- Lesson plan instruction

26. **What are the most typical problems in dealing with parents?**
Paying fees on time. Picking up children on time. Failing to call when asking unauthorized person to pick up child.

Describe types of parent involvement:
Parents bring children into Center and come in to pick them up. They spend extra time every other week to be brought up to date on children's activities. An annual conference will be held. A Child Abuse workshop is planned.

27. **What are the most typical problems dealing with staff?**
Scheduling time and arranging for coverage when someone is sick and/or unable to get to work.

28. **What are the most typical problems dealing with children?**
"Behavior Problems" - Most of our children have never been in group settings before, therefore helping children to interact with staff and other children becomes our most common problem.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
We receive assistance when needed on all the areas listed. We are part of a larger agency which provides training and assistance for all areas of program responsibility.

30. **Do you have/use a prepared curriculum? Yes X No__**

If yes, name: *W.E. Think Approach* by Rosestelle Woolner & George Etheridge.

If no, how do you get ideas for daily activities?

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes__ No _X_

What items would you purchase if you had "found" money?
A computer system for financial planning, scheduling and data collection.

32. **What was the last large unexpected building maintenance expense?**
"A new roof" - When renovation was completed on building we found we needed a roof.

33. **Director Information:**
Education: Agency Director - Management and Supervision for eight years.
Coordinator - B.S. in Early Childhood Education; 5 years pre-school experience, 1 year supervision.

"Downtime" or Relaxation activities:
Agency Director - Reading and listening to music. Coordinator - Reading

34. **What advice would you give to someone considering entering the business of child care?**
Make sure you know how much money it will cost to operate a child-care program and read copy of established state and local child-care regulations before you start setting up program.

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
Executive Director: The need in our rural area. We are presently the only public day-care facility in Tipton County. Also, the belief that we offer the best program for pre-schoolers regardless of income or other circumstances.
Coordinator: "The love of children. I feel it is a gift you are born with."

If you have questions about this type child care program, call Vickie Taylor, Child Care Coordinator, or Minnie Bommer, Executive Director at (901) 476-2364. They have agreed to serve as Information Resource persons.

Day Care Center - Private Non-Profit
Church Sponsored

1. **Name:** *Child Development Center of Brownsville Baptist Church*

2. **Address:** 110 Russel Street Box 127 , Brownsville, TN 38012

3. **General Description:** This Center was opened by the church to fill a need in the community when another closed. It was developed and continues to be managed under the direct guidance of a church committee. It is considered to be a "ministry to the children."

4. **Director:** Ms. Pam Stewart

5. **Owner:** Brownsville Baptist Church

6. **Number of Children Served:** 49 **License Capacity:** 70 **Ages:** 6 wks - 5 years

   Are handicapped children served? Yes X No___
   If yes, what types?
   One child has a hearing problem. He wears hearing aids, and also receives therapy from a speech therapist 2 days a week.

7. **Hours of Operation:** 6:45 AM to 5:30 PM

8. **Is transportation provided?** No

9. **Do you rent or own your building?** Church owns building

10. **Number of staff:** 10 **Full time:** 6 **Part time:** 4

11. **Are meals and snacks provided?** Yes 2 snacks No meals

12. **Are you a member of the Child Care Food Program?** Yes___ No X
    If No, why not? Children bring own lunches.

13. **Number of years in operation:** 8 years (since 1981)

14. **What brought you into the business of child care?**
    To meet needs of working parents and to provide a program for children consistent with Christian principles.

15. **What steps were taken to develop your service?**
    The need was presented to the church committee and they made a decision to start a center. The church had an actitivies building which was renovated and designed for providing child care.

16. **What problems were encountered in the start-up process?**
Only three weeks were allowed for preparation to start up. The Director was new to the work world and new to the field of Child Care. Staff required more specific and direct supervision than Director had anticipated.

17. **What, if anything, would you do differently?**
Allow more time for start-up to study needs and plan to meet them. Take more time to interview and choose staff who will best fill requirements for child care responsibilities.

18. **What, if any, resources did you find helpful during start- up?**
Jackson's First Baptist Church Seminary. Nashville's Baptist Sunday School Board training programs. TN Association For Young Children conferences. The continued assistance and support of the Day Care Licensing Counselor.

19. **Describe Board of Directors - How many?** 6
Roles in Community: Business men, business women, teachers and parent of child enrolled, previous Director of Center.

Any problems? None. The Director receives their full support and feels included in planning. The philosophy of the Board is to provide child care to any who request it, even if it requires hiring staff. It is more of a mission than a service which means the Center does not break even financially.

20. **What type contact, if any, do you have with other child care providers?**
Director calls the Day Care Licensing Counselor if problems arise. She toured 6 centers in Jackson to prepare herself when she started as Director.

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
Priority is given to church members.

22. **How do you recruit for enrollment?**
Word of mouth. People find our center. No recruitment is conducted.

23. **Budget information:**
Annual budget total: $84,618 (salaries, educational supplies, equipment and snacks)
Start-up budget: About $3000 for equipment and supplies

Unforeseen budget problems: Only pieces of equipment

List all funding sources: Parent fees paid. Church supplies rent, maintenance, utilities, telephone.

24. **Current Fee Structure:** 1/2 day - $8, Full day - $12,
Weekly rate: full time: baby - $48, 2-5 years - $46 (2 children $72)
Holiday and absences paid? Yes __ No _X_
Any other charges? Yes _X_ No __ ($25 annual registration fee.)
Do realistic fees meet operating expenses? Yes _ No _X_
Church support is always needed to fill gaps.

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
I attend required DHS in-services. Staff are seen as needed to problem solve on an individual basis. (Unable to schedule staff meetings due to mixed part-time work schedules). An annual performance evaluation is completed.

List in-services attended in past 6 months:
CPR, First Aid, Parents Can Be Teachers, Prevention of Child Sexual Abuse

26. **What are the most typical problems in dealing with parents?**
Parents should call to get complete information before blaming the Center. "Make sure you have all lines of communication open. You've got to know your parents."

Describe types of parent involvement:
An Annual Parents' Night is held each year. Daily informal communication is stressed. Parents are always involved in preparing for parties and celebrations.

27. **What are the most typical problems dealing with staff?**
Covering the usual staff absences due to illness. (Need at least 2 readily available substitutes to maintain the regular program).

28. **What are the most typical problems dealing with children?**
Providing discipline, especially when a child receives none at home.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
All topics listed. "You need all you can get as a Director." Workshops also provide new ideas for your program from the trainer and other center staff.

30. **Do you have/use a prepared curriculum?** Yes _X_ No___

If yes, name - Preschool Group (3-5) uses BEKA Program.

If no, how do you get ideas for daily activities?
Toddlers use parts of BEKA. Parents suggest ideas, and we use professional resource books.

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes _X_ No ___

What items would you purchase if you had "found" money?
Playground equipment. Separate sleeping area from play area in the infant room.

32. **What was the last large unexpected building maintenance expense?**
Flourescent lights - required replacement of bulbs and ballisters.
Locks had to be changed to meet State of Tennessee requirements.

33. **Director Information:**
Education: High School diploma. Some college credits. On-the-job training as teacher for 3 years and Assistant Director for 2 years. (Has been Director for 3 1/2 years).

"Downtime" or Relaxation activities:
Family responsibilities. Take a day off when feeling over loaded. Work part-time schedule during the summer.

34. **What advice would you give to someone considering entering the business of child care?**
"You have to love children. It's not a money-making project." Think about owning your own business versus being part of an agency. If you are on your own, much longer hours are required. Always "expect the unexpected."

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
The children. This is "a ministry to the children."

If you have questions about this type child care program, call Ms. Pam Stewart at (901)772-4109. She has agreed to serve as an Information Resource person.

Informants: Ms. Pam Stewart, Director
Ms. Mary Carol McDurham, Board member and previous director

Day Care Center - Private Non Profit
High School Child Care

1. **Name:** *Fayette-Ware Day Care Center*

2. **Address:** Fayette-Ware Comprehensive High School
P.O. Box 409, Hwy 59 W., Somerville, TN 38068

3. **General Description:** This center was developed as an extension of a single teen parent counseling program. It provides on-site child care for high school students who wish to complete high school and obtain job training.

4. **Director:** Ms. Lynn Yager

5. **Owner:** Fayette County Board of Education

6. **Number of Children Served:** 19 **License Capacity:** 23 **Ages:** 6 weeks - 5 years
Are handicapped children served? Yes X No
If yes, what types? No opportunity to do so yet.

7. **Hours of Operation:** 7:00 AM to 2:30 PM

8. **Is transportation provided?** Yes

9. **Do you rent or own your building?** The Board of Education owns building.

10. **Number of staff:** 2 Full time: 1 Part time: 1

11. **Are meals and snacks provided?** Yes X No___

12. **Are you a member of the Child Care Food Program?** Yes __ No X
If No, why not? Meals are planned and prepared by the Food Management classes in the Vocational High School.

13. **Number of years in operation:** Opened November 14, 1988.

14. **What brought you into the business of child care?**
It was a natural extension of the counseling program for single teen parents.

15. **What steps were taken to develop your service?**
The Superintendent of Schools, Dr. Warner Dickerson, supported the concept. The counseling grant was extended to provide child care. The teen parents were oriented to the service. The Vocational High School and the High School were involved in building equipment, planting shrubbery and food preparation.

16. **What problems were encountered in the start-up process?**
It was expected that teen parents would quit school to stay home with their children, rather than complete High School.
The accepted care for children of teen parents is within their own family, thus a hesitancy toward using a Day Care Center existed.
It is difficult for teen parents to get themselves and their children up and prepared for school every morning.

17. **What, if anything, would you do differently?**
Announce the child care availability before August, because by then child care arrangements have been made.
Include the single teen parents in more of the planning stages.
Make use of the Day Care Center mandatory for any single teen parents receiving job training.
Support programs to continue through summer months.

18. **What, if any, resources did you find helpful during start- up?**
The Superintendent, Dr. Dickerson, was actively supportive and interested.
The members of the Board of Education and office staff were very supportive, and donated materials.
Visits to other centers.
The County DHS Director, Francine Zeran, was actively supportive and a continuous energizer.

19. **Describe Board of Directors - How many?** 13
Roles in Community: Supportive school staff members and counselors, student mothers, DHS director, Department of Job Security, clergy, parents, Director and Assistant of day care

20. **What type contact, if any, do you have with other child care providers?**
Visits other programs
Calls and meets with the other local Day Care Director

21. **Do you have an arranged agreement or contact with any group or employer?**
If no, have you tried? If yes, how did this occur?
Center was developed to meet child care needs of single teen parents, and to provide on-site vocational training in child care, and other subjects e.g., food management, carpentry, horticulture.

22. **How do you recruit for enrollment?**
The High School Counselors refer the single teen parents to the center.

23. **Budget information:**
Annual budget total: $70,000
Start-up budget: original grant allowed $39,152 to develop the Day Care Service.

Unforeseen budget problems:
Furniture and equipment were not provided under the grant. Director had to seek donations from local merchants.

List all funding sources: Grants, donations of material and equipment. Chapter I funds paid to move the building to school grounds.

24. **Current fee structure:** Weekly rate N/A - GRANT
Holiday and absences paid? Yes _ No X
Any other charges? Yes X No _ $1.00 per day for food, if provided.
Do realistic fees meet operating expenses? Yes X No _

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
Attend DHS scheduled in-services

List in-services attended in past 6 months: Creativity, CPR

26. **What are the most typical problems in dealing with parents?**
Forgetting to bring food supplies, diapers, and extra clothing. Students leave their school program to visit the center at lunch time and breaks. Teen parents lack child care knowledge.

Describe types of parent involvement:
-Teen parents are assigned to assist in the Center as a Home Ec course requirement, but they don't come consistently.
-Daily contact.
-Parenting classes on Child Development and Parenting.

27. **What are the most typical problems dealing with staff?**
We have no breaks or time off at any time during the day.
Unable to establish a routine, since children do not attend regularly.

28. **What are the most typical problems dealing with children?**
Often we do not have adequate food and clothing available.
Children are brought to Center when they are ill.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
Infant and toddler program planning.

30. **Do you have/use a prepared curriculum?** Yes ___ No_X_
If yes, name.
If no, how do you get ideas for daily activities?
Director prepares a daily plan and work sheets.

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes_ No_X_

What items would you purchase if you had "found" money?
Play ground equipment, cribs, a TV.
Learning materials for all levels of development.

32. **What was the last large unexpected building maintenance expense?**
All new. Still need playground equipment. Just installed railing on outside stairway.

33. **Director Information:**
Education: Several college courses. Child care.

"Downtime" or Relaxation activities: Family activities

34. **What advice would you give to someone considering entering the business of child care?**
You must understand that it takes time and it won't be easy.
Have someone to call for advice all along the way.

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
"I enjoy working with people."
Enjoyment of preparing and conducting the program.

If you have questions about this type child care program, call Ms. Lynn Yeager at (901)465-8486. She has agreed to serve as an Information Resource person.

Informants: Ms. Lynn Yeager, Day Care Director
Ms. Victoria Dunn, Consultant
Mr. Sylvester King, Consultant
Dr. Warner Dickerson, Superintendent

Day Care Center - Private for Profit
Employer Sponsored

1. **Name:** *Kiddie Kare II & Kiddie Kare III*

2. **Address:** John S. Wilder
Youth Development Center
Route 59
Somerville, TN 38068

Western Mental Health Institute
Route 64
Western Institute, TN 38074

3. **General Description:** Both centers were developed as state-run facilities to provide on-site child care for state employees. They are managed/owned by a private for profit child care business.

4. **Director:** Mary Jane Tatum

5. **Owner:** Jerry Hill and Chester Bulliam

6. **Number of Children Served:** II-27; III-24 **License Capacity:** II-40 ; III-40
Ages: 6 weeks - 5 years

Are handicapped children served? Yes __ No X
If yes, what types?

7. **Hours of Operation:** II - 7:00 AM to 5:00 PM III - 6:15 AM to 5:00 PM

8. **Is transportation provided?** both -No

9. **Do you rent or own your building?** state provides both rent free

10. **Number of staff:** II-5 Full time: II-4 Part time: II-1
III-4 III-3 III-1

11. **Are meals and snacks provided?** Yes X No__

12. **Are you a member of the Child Care Food Program?** Yes __ No X
If No, why not? Director has no knowledge of program

13. **Number of years in operation:**
II - 10 months; III - 5 months

14. **What brought you into the business of child care?**
At Wilder, 2 employees approached the Administrator with their need for child care. At Western the Superintendent was approached by the Kiddie Kare Director to suggest the development of on-site child care.

15. **What steps were taken to develop your service?**
In both cases, the facility administrator requested and received approval from the state to appropriate funds to renovate building space and to cover ongoing utilities and maintenance. At Wilder, the Day Care Director conducted a survey and solicited enrollment. At Western, the Superintendent publicized the service available and collected all required paper work.

16. **What problems were encountered in the start-up process?**
The only problem was the expected pressure involved with setting up the programs. All responsibility for building renovation and readiness was assigned by the facility administrators.

17. **What, if anything, would you do differently?**
"It is very helpful if the facility handles the initial required paper work as Western did."
"It is important to show that you care."

18. **What, if any, resources did you find helpful during start- up?**
The key to the success of both Centers was the support of the facility administrator.

19. **Describe Board of Directors - How many?** II - 6 and III - 6

Roles in Community:
At Wilder the Board includes the two owners and the Superintendent. At Western, the Board includes the Superintendent and the Day Care Director attends.

20. **What type contact, if any, do you have with other child care providers?**
Director frequently visits other centers to share ideas. She calls the Day Care licensing counselor, if any problems arise.

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
Kiddie Kare has a contract with each facility to service their employees. Each contract involves a 30 day cancellation clause for both parties.

22. **How do you recruit for enrollment?**
Use resources of the Personnel Department of both facilities. Also ads have been run in the employee newsletter at Western.

23. **Budget information:**
Annual budget total: About $60,000 for each center
Start-up budget: II - $12,000 renovations
III- $ 4,000 equipment

Unforeseen budget problems:
Taxes, outside play equipment, fencing

List all funding sources:
Private pay by parents.

24. **Current fee structure:** Weekly rate $30 - 1 child, $45 - 2 children, $65 - 3 children
Holiday and absences paid? Yes X No ___
Any other charges? Yes__ No X
Do realistic fees meet operating expenses? Yes X No__
So long as we don't have to pay rent or utility bills.

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
Regular monthly staff meetings. DHS in-services in Jackson whenever possible. (We are all CPR trained, and intend to attend more than two minimum hours required).
Staff are encouraged to visit other programs.

List in-services attended in past 6 months:
First Aid, CPR, Child Abuse

26. **What are the most typical problems in dealing with parents?**
Some parents believe their child "can do no wrong."
Some parents were continually late in paying the weekly fee, so a late charge of $5 was initiated.
A copy of the late payment notice is sent to the facility administrator.

Describe types of parent involvement:
Daily contact with teachers is encouraged.
Plan to initiate bi-monthly parent meetings soon.

27. **What are the most typical problems dealing with staff?**
Sometimes it seems they all want to be "boss." At times some seem jealous/envious of others.
"It is important to be flexible with staff who need time to tend to personal needs."

28. **What are the most typical problems dealing with children?**
To get them to "sit still."

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
Budget and supervision skills

30. **Do you have/use a prepared curriculum?** Yes X No___
If yes, name: BEKA. Also school readiness work books.
If no, how do you get ideas for daily activities?

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes X No___

What items would you purchase if you had "found" money?
A copy machine. Resource books for staff and library books for children.

32. **What was the last large unexpected building maintenance expense?**
At Wilder, another exit door was required.

33. **Director Information:**
Education: High School diploma and 6 years of experience and on-the-job training in child care.

"Downtime" or Relaxation activities:
When it's needed, I take a break from the Center. Since I have two trained assistants, I'm able to do this.

34. **What advice would you give to someone considering entering the business of child care?**
"You need to care for children."
"Don't do it just for money."

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
"Love of children."

If you have questions about this type child care program, call Ms. Mary Jane Tatum at (901) 465-5655. She has agreed to serve as an Information Resource person.

Informants: Mary Jane Tatum, Kiddie Kare Director
Evelyn Robertson, Superintendent of Western Mental Health Institute

Day Care Center - Private Non Profit
Community Center Service

1. **Name:** *MIFA Reelfoot Day Care Center*

2. **Address:** Route 2, Obion, TN 38240

3. **General Description:** The Center at Reelfoot is one of the community service components available to the neighboring communities in Lake, Obion and Dyer counties. Other programs provided include a Senior Citizens Center and Transportation services.

4. **Director:** Ms. Jane Morehead (901) 538-9970

5. **Owner: Sponsor:** MIFA Reelfoot Center

6. **Number of Children Served:** 38 **License Capacity :** 38 **Ages:** 3-5

   Are handicapped children served? Yes X No ___
   If yes, what types?
   Developmentally delayed

7. **Hours of Operation:** 8:00 AM to 4:30 PM

8. **Is transportation provided?** Yes (90 minutes maximum, one-way)

9. **Do you rent or own your building?**
   Rent from Reelfoot Rural Ministries of the United Methodist Church.

10. **Number of staff:** 6 Full time: 5 Part time: 1

11. **Are meals and snacks provided?** Yes X No ___

12. **Are you a member of the Child Care Food Program?** Yes X No ___
    If No, why not?

13. **Number of years in operation:** Began Summer of 1973. 16 years.

14. **What brought you into the business of child care?**
    Beth Brown, an Early Childhood graduate, started the center as a summer mission church project.

15. **What steps were taken to develop your service?**
The need to continue the center was presented to the Reelfoot Board of Directors. Ms. Brown was hired as the Director. She generated community awareness and support by speaking to local groups and visiting homes. A survey of child care needs was conducted. Ms. Brown worked with the center to establish local financial support, and applied for government aid.

16. **What problems were encountered in the start-up process?**
The key problem involved public relations. It was essential to reach out to those families who needed care, and gain their trust before they would send their children. A second problem was that the center was not located in a town, but in a rural setting between towns.

17. **What, if anything, would you do differently?**
Nothing. We were thorough and methodical in our planning.

18. **What, if any, resources did you find helpful during start-up?**
The key resource was the Department of Human Services Day Care Licensing Counselor, Judy Grooms. She responded immediately to every question and helped in all aspects of planning.

19. **Describe Board of Directors - How many? 24**

Roles in Community: The MIFA Reelfoot Center Advisory Council consists of retired day care worker, elementary school teachers, retired banker, businessmen, lawyer, other civic leaders. This Council also serves as the Board for Reelfoot Rural Ministries of the United Methodist Church. This arrangement serves to support and incorporate the Day Care program into all planning.

20. **What type contact, if any, do you have with other child care providers?**
Attending in-service program is the main contact. In the past, the Day Care Director visited other centers.

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
Yes. The Department of Human Services refers clients since the MIFA Reelfoot Day Care Center holds a Social Service Block Grant (the mother must be employed and/or the child developmentally delayed).

22. **How do you recruit for enrollment?**
Usually people find us, and we generally have a waiting list to fill openings. Once a year we run a newspaper ad, usually in late summer.

23. **Budget information:** Annual budget total $149,615

Unforeseen budget problems:
The only realistic sources of funding were local churches and civic groups. Government assistance was very slow in coming. The Reelfoot Rural Ministries of the United Methodist Church was able to provide the cash flow to overcome funding gaps.

List all funding sources: 1. Social Service Block Grant (Title XX) provides 75% (Reelfoot Rural Ministries of the United Methodist Church provides the 25% match required); 2. Child Care Food Program. 3. Additional funding from RRM of the UMC for other costs.

24. **Current fee structure:**
Weekly rate *Grant supported. Sliding scale with max of $5 per week (currently only 4 of 39 pay fee)
Holiday and absences paid? Yes X No__
Any other charges? Yes __ No X
Do realistic fees meet operating expenses? Yes __ No X
Only meet expenses because Reelfoot Rural Ministries of the United Methodist Church provides grants to the MIFA Reelfoot Center.

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
Attend regularly scheduled DHS workshops (this attendance is required in the job description)
Weekly staff meeting
Annual performance evaluation

List in-services attended in past 6 months:
Decision-making In Reporting Child Abuse, First Aid, CPR, Discipline Can Be Fun, Dealing With Aids, Nutrition, Stress Management

26. **What are the most typical problems in dealing with parents?**
We have minimal contact due to transportation being provided. If parents had to deliver and pick-up their children we would have a chance to develop rapport. Many of the families we service have generations of a deprived environment. They do not seek and withdraw from contact with providers who serve their children.

Describe types of parent involvement:
Parent is required to visit the center before their child is placed (DHS requirement). This is usually our only contact with parent.
The Center used to require an initial home visit, but has not done so in several years.

27. **What are the most typical problems dealing with staff?**
The current Director is in the position of having to supervise former peer-workers.

28. **What are the most typical problems dealing with children?**
Dealing with extreme behaviors.
How to structure discipline to promote learning not just punishment.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
Program planning.

30. **Do you have/use a prepared curriculum? Yes _ No X**
If yes, name.
If no, how do you get ideas for daily activities?
The Learning Accomplishment Profile (LAP) is used to assess skill levels and determine goals for teaching.
Staff share books on ideas for planning.

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes X No ___

What items would you purchase if you had "found" money?
Materials designed for individual child interaction to develop all skills areas.

32. **What was the last large unexpected building maintenance expense?**
New sink needed to be installed. Leaking roof needed repair. (problems are anticipated with old air conditioning system).

33. **Director Information:**
Education: 3 1/2 years of college. 11 years of working in Day Care, 7 as a teacher and 4 as a director.

"Downtime" or Relaxation Activities: Needlework, paint, ride horses

34. **What advice would you give to someone considering entering the business of child care?**
"You have to love children or you shouldn't do it."
The work requires a strong sense of dedication.
Research the population to be served and ask, "Are these the type of people I want to work with?"

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
Love of working with low income/deprived children.
The feeling of helping.
You know that you are making a difference.

If you have questions about this type child care program, call Ms. Jane Morehead at (901) 538-9970.

Informants: Ms. Beth Brown, Founder and First Director
Ms. Jane Morehead, MIFA Reelfoot Day Care Center Director
Reverend Dale Mills, MIFA Reelfoot Center Director
Ms. Margaret Ryan, MIFA Associate Executive Director

Day Care Center - Private Non-Profit
Community Sponsored

1. **Name:** *Wee Care, Inc.*

2. **Address:** 599 Fox Lane, Lewisburg, TN 32091

3. **General Description:** This center was developed by the community as a vision project. It continues to be a community sponsored and supported service.

4. **Director:** Ms. Betty Ann Smith

5. **Owner:** Community - Governed by 12 Member Board

6. **Number of Children Served:** 99 **License Capacity:** 99 **Ages:** 6 weeks - 10 years

   Are handicapped children served? Yes _X_ No___
   If yes, what types?
   We have always served any child if we could meet the needs and provide a safe environment.

7. **Hours of Operation:** 5:00 AM - 12:30AM

8. **Is transportation provided?** No

9. **Do you rent or own your building?** Own

10. **Number of staff:** 24 Full time: 16 Part time: 8

11. **Are meals and snacks provided?** Yes _X_ No___

12. **Are you a member of the Child Care Food Program?** Yes_ No_X
    If No, why not?
    We use the Second Harvest Food Bank

13. **Number of years in operation:** 1 year (opened 1-25-88)

14. **What brought you into the business of child care?**
    "I had the idea for years. I was Co-Chairman for the Chamber of Commerce Development Committee."

15. **What steps were taken to develop your service?**
The project was designed at Homecoming '86 by the Chamber of Commerce. A development committee was formed. Each employer was asked to pledge $27 per employee (or $9.00 per year per employee) over a 3 year period to raise $241,000 needed to start the Center. The building was built debt free, but money was borrowed for equipment and preparing the parking lot.

16. **What problems were encountered in the start-up process?**
It took 7 to 9 months to get the tax exempt number. Companies could not donate funds until we had it.
When everything is donated, you have to wait until the donor is ready. This often does not meet the center's needs.
We tried hard to avoid the attitude for large centers of "assembly line children."

17. **What, if anything, would you do differently?**
Address the hard things first e.g., getting tax exempt number, insurance liability; servicing the needs of handicapped children parents and staff; and planning for the regulations.

18. **What, if any, resources did you find helpful during start- up?**
The strong general community support.
The staff were skilled and worked hard.

19. **Describe Board of Directors - How many?** 12

Roles in Community: 7 business executives, 2 business personnel staff, 1 real estate agent, 1 lawyer, 1 funeral director, and the Day Care Center Director.

20. **What type contact, if any, do you have with other child care providers?**
The Director calls other directors, and visits larger centers to learn management techniques and get ideas for infant/toddler programs. There is some sense of competition, but we do work together.

21. **Do you have an arranged agreement or contact with any group or employer? If no, have you tried? If yes, how did this occur?**
No. A conscious decision was made not to hold slots for a group. Most plants are seasonal, and we would be left with openings. We can't afford openings. We want to be able to take any child who comes needing care.

22. **How do you recruit for enrollment?**
There is no need to recruit. Word of mouth and community support keeps us full. In a way, I question the quality of a center that has to advertise. It makes one ask "why do they have openings?"

23. **Budget information:**
Annual budget total: $259,200
Start-up budget: $241,000 (pledged) $35,000 was borrowed

Unforeseen budget problems:
Services of exterminators, permit fees, work compensation and unemployment

List all funding sources:
Fees from parents. Donations and pledges.

24. **Current fee structure:**
Infants $8, Toddlers $7, Preschool $7, Kindergarten $4, School children $3
(10 hour day - daily rate)
Holiday and absences paid? Yes _X_ No___
Any other charges? Yes _X_ No ___
Pick up for kindergarten children - $ .50 / day
Do realistic fees meet operating expenses? Yes _X_ No___

25. **What do you do to insure staff growth and development: (i.e., regular staff meetings, formal recognition of skills, attend DHS in-services, conference, performance evaluation).**
Regular staff meetings every 2 weeks. Attend workshops whenever possible. Staff plans program together. A formal performance evaluation is done every 3 months. (This serves to address needs before they become problems).

List in-services attended in past 6 months:
Discipline, 504 compliance, story telling, science activities, CPR, First Aid

26. **What are the most typical problems in dealing with parents?**
Not providing equipment, food, and clothing that child needs. Parents of infants tend to expect staff to do complete care e.g., dress, bathe, change. Late payment is solved because parents know they will loose their slot.

Describe types of parent involvement:
Parent meetings are planned every 6 weeks. We confer with parents as needed.

27. **What are the most typical problems dealing with staff?**
One person not doing their share. Day and night shifts not leaving center ready for next shift. Staff who don't clean up their own messes. Some staff don't want to do something that will benefit another staff person.

28. **What are the most typical problems dealing with children?**
Parents bring "junk food" for child to be fed. Also bringing a special toy from home creates problems. Sick children are brought by parents.

29. **What are the areas in which you would like assistance (planning, budget training, supervision skills, program development, other)?**
Program ideas for variety and all of the above.

30. **Do you have/use a prepared curriculum? Yes _ No X**
If yes, name.
If no, how do you get ideas for daily activities?
We use books, magazines, pool ideas. The Director teaches music and science.

31. **Do you have adequate equipment and materials to conduct your daily program?**
Yes __ No X

What items would you purchase if you had "found" money?
I would raise salaries, provide employee benefits of insurance, develop 1 more playground, buy a record player for each room. (We have just raised $4400.00 for another play ground).

32. **What was the last large unexpected building maintenance expense?**
Changing filters in Air Conditioning system. Soon we'll need to replace the clothes washer and dryer. $1,500 for landscaping.

33. **Director Information:**
Education: 3 years of college. Experience working in Day Care for 33 years. Acted as president for Day Care Association of 26 counties during '60's. Consultant for State Day Cares.

"Downtime" or Relaxation activities:
Golf in good weather. Visit relatives. I'm usually able to "shut out" the center when I leave.

34. **What advice would you give to someone considering entering the business of child care?**
Think it through. Do a lot of planning. Involve many people to help you.

35. **What are the qualities/characteristics of the child care business which have motivated you to continue?**
"Love of children."
"Love and concern for young parents."
"The challenge of solving problems to help them."

If you have questions about this type child care program, call Ms. Betty Ann Smith at (615)359-8338. She has agreed to serve as an Information Resource person.

"Can I make this a profitable enterprise?"

A child care facility is a small business. Therefore, you should plan and operate your facility as a business from the start.

The business plan which follows will provide a step by step procedure for developing your business. At the end you will be asked to answer the vital question, "Is this business feasible for me at this time?"

If your answer is "yes," you will be ready to move forward.

Business Plan for Child Care Providers

I. **Describe the service:**
Operation of a licensed child care program which receives pay to provide care for children under 17 years of age less than 24 hours a day.

II. **Basic Market Research Questions to answer:**

A. Information about buyers (parents)
1. % of working mothers in your county
2. Annual family income
3. Occupations

B. Information about competition
1. Do other providers maintain full enrollment?
2. Location of other providers
3. Special features of other providers
4. Length of time in business
5. Fees

III. **Business Description**

A. Name of Business
B. Location, Telephone number
C. Ownership
D. Kind of service (Family or Group Day Care Home, or child care center)
E. Hours of operation
F. Person in charge of operation
G. Supporting services
1. Child Care Food Program
2. Legal
3. Bank
4. Insurance

IV. **Define the geographic area you will serve:**

V. **State your business objective:**

VI. **What modifications to the physical plant are needed? Cost?**

VII. **What zoning regulations and/or permits apply to this business?**

VIII. How will you find your clients?

A. Know what benefits you are selling.
-What do parents need to buy?
-Why do they need to buy?
-Who buys it?
-How do they buy it?
-Where do they buy it?
-When do they buy it?

B. Tell your community about your child care home and its benefits.
-Ads, flyers, posters.
-Open house.
-Referrals.

C. Produce effective advertising that:
-Gets the listener's or reader's attention.
-Is simple (in both language and layout).
-Is informative.
-Is truthful and conforms to Federal Trade Commission Regulations.
-Is convincing.
-Is repetitive and is repeated often.
-Arouses emotions such as hope, admiration, fear.
-Is large enough to see or long enough to hear.
-Is imaginative.
-Is well-timed.
-Features the right item.
-Gives the potential customer a way to respond (phone number, coupon, address, invitation to check the yellow pages, etc.).
-Uses logo for quick recognition.
-Develops a theme and stays with it.

D. Follow three rules of small business advertising:
Repeat, Repeat, Repeat Your Ads
Maintain Continuity
Budget Advertising as a Fixed Cost

IX. Financial Plan

A. Factors to consider in setting fees:

- -Consumer demand
- -Cost
- -Competition
- -Profit Margin
- -Target Customers
- -Unique Sales Strategies To Meet or Outdo Competition
- -Owner Needs

B. Worksheet for Operating Budget

1. Income

Fees (____children x____ fee x 52 weeks)	_____
Child Care Food Program financial assistance*	_____
Other	_____
Income Total	_____

2. Expenses - Ongoing

Salaries	
Payroll expenses**	_____
Substitute Staff	_____
Food	_____
Household Supplies	_____
Children's toys & materials	_____
Office Supplies	_____
Postage	_____
Telephone	_____
Maintenance & Repairs	_____
Utilities	_____
Insurance	_____
Mileage	_____
Advertising	_____
Dues & Applications	_____
Training	_____
Taxes	_____
Other	_____
	_____

Ongoing Expense Total _____

3. Expenses - Start Up***

Major Equipment
(microwave oven, fence, outdoor play equipment)_____
Home Modifications (doors, railings) _____
Month lag in CCFP Payment _____
Fees and License Cost _____

Start-up Expense Total _____

* Child CareFood Program explanation, page 44

** Payroll expense work sheet , page 45

*** Could be paid up front or over period of time as on-going budget items.

Operating Budget Information
Payroll Expenses Worksheet

Salaries

Assumption: Employ one person full time for the first year.
48 hours per week
$5.00 per hour rate
provide health insurance for employee

	Four week month	Five Week Month
Regular Hours		
4 X 40 X 5.00	800.00	
5 X 40 X 5.00		1000.00
Overtime		
4 X 8 X 7.50	240.00	
5 X 8 X 7.50		300.00
Total Gross Pay	$ 1040.00	$1300.00

Benefits

Social Security - Employee's matching portion (7.05% of the first $39,700 in wages)	73.32	91.65
Unemployment Compensation (4% of the first $7,000 in wages)	41.60	52.00
Health Insurance Premium	150.00	150.00
Total Salaries and Benefits	$ 1304.92	$ 1593.65

Operating Budget Information:
Food Cost Reimbursement: Child Care Food Program

The CCFP provides financial assistance to child care centers and sponsoring organizations of day care homes so that they can provide nutritious meals to the children enrolled for care. As participants in the CCFP, child care organizations may serve up to two meals and one snack each day to each child. The administrating agency in the state approves centers or homes to provide certain types of meals each day.

1. **Children** received consistent nutritious meals to ensure physical growth and development.

2. The **Child Care Provider** receives immediate financial assistance. This pays for food and allows the provider to maintain lower fees and improve the standard of care. The business becomes more profitable for the provider. It is seen as an incentive to start a child care program by many providers. Training is available to the provider on menus, food purchase, food handling, and preparation techniques.

3. **Parents** see improved meals served to their children and recognize that this is a form of financial assistance which serves to keep the provider's fees down.

Since CCFP requires the provider to be licensed by the state, the parent is assured that their child's program provides an acceptable quality of care which is monitored on a regular basis.

4. The **Community** may see CCFP as a means to sustain child care services. Also, it may be included in the broader objectives of job training, community development, and social services.

See Section II for more complete information. Also, you may call the following persons for information on enrollment in CCFP, current reimbursement rates, current income eligibility guidelines and the schedule for reimbursement:

Doug Hutchison or Steve Neece at (615)741-6282

Guidelines for Addressing Zoning Issues

A. Apply for small business license through local government.

B. If you are informed that your local zoning ordinances prohibit your establishing Child Care as a business on your property:

1. Ask for copy of the ordinance.
2. Obtain a copy of ordinance from several towns which do permit child care in the home as a small business.

C. Every town must have a body to consider appeals to suspend ordinance. Check for conditions.

1. Obtain the name of the body which considers appeals.
2. Request a hearing from the body.
3. Prepare a formal proposal to request an exception or request a change in ordinances.
4. Provide several samples for their consideration.
5. Invite speakers from other town governments who changed ordinances to accommodate child care businesses.

D. If body for appeals rejects your appeal:

1. Find other potential providers to form a group.
2. Obtain legal consultation (i.e., legal services).
3. Consider appealing through court system with legal representation.

E. Recommendation:

Make every effort to work through local channels to obtain support and fair consideration, before considering formal legal action. Confrontation usually leaves negative effects on future projects.

F. Product being developed:

Family Day Care Zoning Advocacy Kit
Child Care Law Center
625 Market St., Suite 915
San Francisco, CA 94105
(415) 495-5498

Sample of Zoning Regulations for Commercial Service on Residential Lots

Use Permitted as a Special Exception: A Commercial service or commercial light fabrication conducted entirely on the lot, provided:

1. The commercial use may not violate any restrictive covenants.

2. The commercial use shall be incidental to the proprietor's residential use of the lot (i.e., the proprietor must reside on the lot).

3. The lot shall be at least two (2) acres in size, or larger if required by the Health officer, provided that the lot may be one (1) acre in size if the commercial use will be conducted entirely within the living structure.

4. The lot shall comply with all applicable frontage and access specifications of Article V - General Provisions and with all FAR district specifications for building setbacks, buildable area, and structure height.

5. Not more than one (1) commercial use and structure shall be established on the lot, and any commercial structure shall not be larger than 2,000 square feet of total floor space.

6. The commercial use shall comply with the applicable parking and loading/unloading space specifications of Article V - General Provisions.

7. No food, beverages, or other commercial goods of any kind shall be sold on the lot except as incidental to a professional service.

8. The commercial use shall not employ more than three (3) persons who do not live on the lot.

9. Not more than one (1) sign shall be erected and such sign shall be neither animated nor larger than four (4) square feet.

10. No offensive noise, odor, smoke, dust, dirt, runoff, rubbish, heat, glare, or vibration shall be discernable at or from any lot line.

11. The commercial use shall be limited to such specific activity as approved by the Zoning Appeals Board and shall not be altered or changed in any way without the granting of a new special exception by said Board.

12. The Zoning Appeals Board may impose such additional conditions or restrictions on the commercial use as may be necessary to assure compliance with the intent and purpose of this Resolution.

13. The Zoning Appeals Board shall act to withdraw any special exception granted under this section if the commercial use is discontinued for a period longer than one (1) year or if, after a hearing to determine the facts, it is established that there no longer exists the facts, conditions, or compliance upon which the special exception was granted.

Source: Fayette County Planning Office

"Is this the right line of work for me?"

At this point you have:

-Reviewed the types of child care programs.

-Decided which type you would like to try.

-Become familiar with a working program sample of the type you hope to develop.

-Examined the feasibility of starting this business.

-Projected the potential income of such a business to determine if it is worth the effort to you.

If you have followed the above course of decision-making, there is only one issue left to address before you jump into the implementation stage. This last issue is, "Will you like being a child care provider?"

A Center director and a Family Day Care Home provider have been interviewed to present their typical day. Read the one of your choice, or both, to see if you would want to spend your days and weeks this way.

You are also strongly encouraged to seek out other child care providers, to question them and visit their programs. Only the people doing it can tell you how it is.

Typical Day of a Family Day Care Home Provider

6:30	Food preparation for the day
7:15	Get own children off to school
7:30-8:15	Children arrive
8:30-9:00	Breakfast served for all. Once a week the children help to make muffins. Parents are asked to call if they are running late so that breakfast can be served to the whole group, not staggered.
9:00-9:20	Circle time (Greetings, day, weather, songs)
9:20-9:40	Worksheets (Tracing, connect-the-dots, follow directions to color, counting, holiday topics)
9:40-10:15	Free time. Individual/quiet play on mats.
10:15-11:05	Outside Play (*3 activities between 9:20 and 11:05 may be changed in order depending on weather)
11:10-11:30	Children watch Sesame Street on TV. (Husband supervises children while provider does lunch set-up. Children take turns helping when appropriate.)
11:30-12:00	Lunch served to all.
12:00-12:25	Dental Hygiene program for all children and toileting.
12:30- 1:00	Story time (When older child is available, he will do story instead of provider).
1:00- 2:30	Nap time (Each child on separate mat in living room area). Provider uses time for cleaning, paper work, business phone calls.
2:30- 2:45	Wake-up. May watch Sesame Street on TV.
2:45- 3:15	Snack time. (Children help set-up and serving)
3:15- 3:20	Potty time.

3:20-4:20 Outside play (Depends on weather. May watch some TV, draw, listen to music, play educational games if unable to go outside).

4:30- 5:30 Parents pick-up children.

Total work day 6:30 AM - 5:30 PM

This provider sees herself as a teacher. All activities are done as a group. She chose to serve only 7 children so she can give enough individual attention.

"You can do everything yourself, if you stay small."

Typical Day of a Day Care Center Director
(Church-based center - enrollment of 49 children, ages 6 weeks to 5 years)

8:00 - 8:30	Children arrive. She checks in on each of three program rooms. (Infant, toddler, pre-school).
8:30 -10:30	Teaches in room with children ages 2 - 3 1/2 years old. (Learning time, snack and free play).
10:30-12:00	Provides coverage in Infant Room so staff can have lunch break.
12:00-12:15	Lunch, when possible.
12:15- 4:30	Office work, e.g. bookkeeping, order/purchase supplies, arrange for or do repairs, prepare monthly business report, contact with Center's Committee members, arrange for special meetings. Attend or conduct staff training.
3:30- 5:00	Contact with parents as they pick-up children.

Total work day 8:00 AM - 5:00 PM

This director considers herself the "general flunky" or "go-for."

Sometimes she must take paper work home (i.e., before re-licensing, or if she spent the day covering for absent staff).

Making a Decision ... "Shall I proceed to Design a Day Care?"

Yes, begin to implement business plan.

or Postpone
Reason: _____

or Choose not to proceed
Reason _____

Section Two

Once You Have Decided.....

Section II will provide the potential child care provider with start-up information: what information is needed and how to obtain it. In some cases, summaries of specific resources are provided to highlight the need for certain knowledge, or to help present a complete picture of all development needs.

Initiating the Licensing Process

To initiate the licensing process, you need to call the nearest Day Care Licensing office of the Department of Human Services.

Counties	Contact
Fayette Lauderdale Hardeman McNairy Tipton Chester Madison Decatur Henderson	Dept. of Human Services 225 Martin Luther King Box 25 Jackson, TN 38301 (901) 423-5850
Lake Obion Dyer Carroll Benton Henry Gibson Crockett Weakley	Dept. of Human Services 1263 Highway 45 By-Pass M Trenton, TN 38382-4006 (901) 855-4880

A packet of information will be sent to you about the type of child care you plan to develop. This call will also initiate a visit by an Environmental Inspector for Group Day Care and Day Care Center providers. This inspection is completed by the Licensing Counselor for Family Day Care Homes.

The packet you receive will include: The state licensing requirements, a summary of the licensing requirements, an application to become a provider, forms required for enrolling children, and a policy booklet.

Some of these documents are provided for your information in the following pages. If you have questions or concerns call the Day Care Licensing Counselor nearest you.

A Family Day Care Home provider may start serving children as soon as the application has been submitted. In the cases of Group Day Care Homes and Day Care Centers, all inspections must be completed and the home or facility approved before children are served.

Sometimes a license may be issued on a conditional basis if one or several minor requirements have not been met, but seem to be clearly in the process of completion.

It is strongly recommended that any new potential provider work closely with the Day Care Licensing Counselor and the Environmental Inspector during this start-up phase. Close collaboration may save you time and money later on.

Licensing Requirements for Family Day Care Homes

The Department of Human Services has the legal responsibility for licensing homes which provide day care for 5-7 children. The purpose of licensing is protection of children. This summary outlines some of the requirements day care providers must meet in order to be licensed. Standards for Family Day Care Homes in their entirety may be obtained by calling the nearest DHS office. This summary is intended as a guide for parents of children in family day care homes.

I. Administration

1. Children in day care must be at least 6 weeks old.
2. A copy of "Licensing Requirements for Family Day Care Homes" must be given to parent(s) of each child.
3. A policy statement signed by caregiver and parent must be on file.
4. The following records must be kept:
    - an operating budget
    - three recommendations for each caregiver
    - adult health records
    - child health records
    - daily attendance records
    - children's records containing identifying and emergency information and a parent-care-giver communication plan
5. A current license must be posted.
6. When transportation is provided:
    - the driver must be licensed.
    - the vehicle must be insured.
    - children must not be left alone in the vehicle.
    - there must be a plan for emergency transportation
    - children under 3 must be secured in child safety seats
    - children 3 and older must be fastened in seat belts
    - firearms must not be stored in the vehicle.

II. Staff

Qualifications:

1. Caregivers must be:
    - at least 18 years old
    - able to read and write
    - physically, mentally and emotionally capable of performing duties
    - able to explain emergency procedures
2. The caregiver must complete 2 hours of training each year.
3. The following persons must not be present with the children:
    - Anyone with a handicapping condition which is harmful to children.
    - Anyone who has been convicted of a crime involving moral turpitude.
    - Anyone who has been convicted of violating a law enacted to protect children.

Adult-Child Ratio and Supervision:

1. An adult must be present and supervising at all times.
2. There may be no more than 7 children present who are unrelated to the caregiver.
3. A second adult is required when:
   - there are more than 7 children, including caregiver's own children, under age 9 or
   - there are more than 4 children under age 2.
4. A third adult is required when:
   - both situations in 3 exist.

III. Equipment

1. Equipment must be well made and safe.
2. Unsafe equipment must be removed at once.
3. There must be equipment for:
   - infants and toddlers
   - children with special needs
   - active and quiet play
   - activities listed under Program.
4. Outdoor equipment must be:
   - placed to avoid accidents
   - securely anchored
   - placed over resilient surfaces.

IV. Program

A. Activities

1. The daily program must include some of the following:
   - reading to and talking with children
   - art, music
   - building, manipulating toys
   - dramatic play
   - age-appropriate participation in home-type activities.
2. Routines must occur at about the same time each day.
3. Children must be allowed to choose some of their own play activities; others must be planned by the caregiver.
4. Children must not be confined to one room unless that room has 30 square feet per child.
5. All children must play outside daily except in extremely bad weather.

B. Discipline

1. Discipline must be:
   - reasonable and in terms of the child's understanding.
   - positive and encouraging of good behavior.

2. Discipline must not be:
   . shaming, humiliating, frightening or injurious
   . related to food, rest or toilet training.
3. Spanking may be used only if:
   . parents give prior written consent
   . an open hand on the buttocks is used.
4. Children who are under 15 months or who are not walking must not be spanked under any circumstances.

C. Physical Care-Naps
1. Preschool children must have a reclining rest period, according to individual needs.
2. School-age children must be allowed to nap but not forced to do so.
3. Children under 15 months and unable to walk must have their own crib or playpen for napping.
4. Older children must have something soft and at least 2" thick to sleep on.
5. All children must have their own clean sheet and coverlet.
6. Children must be allowed to get up after a reasonable rest period.

D. Physical Care-Toilet Training
1. Toilet training must not be started until the child:
   . has been in the day care home long enough to feel comfortable
   . is able to understand, to do what is asked, and to let his/her need to the bathroom be known.
2. Children must not be made to sit on the potty more than 5 minutes.
3. Children must be diapered or cleaned when needed.

Health

A. Children's Health
1. Children must have immunizations before admittance to day care.
2. If immunizations are not current or continued the child will not be allowe remain in day care.
3. Records of handicapped children must contain a physician's statement identifying the condition and giving special instructions for that child's ca
4. Children under 35 months must have a physical examination prior to admission to day care.
5. Immunization records must be on file in the day care home and returned parents when the child leaves day care.
6. Exceptions to 1-5:
   . a medical reason documented by the health care provider.
   . a religious reason documented by the head of a recognized church.

B. Caregivers' Health

1. A physical examination before beginning work is required.
2. An updated statement of caregivers' physical health must be obtained every third year.
3. A statement of caregivers' mental or emotional health may be required when deemed necessary by the Department.
4. Adults who are in contact with children regularly must have on file evidence of a negative TB test or chest x-ray.
5. A first aid chart must be posted.
6. Caregivers must not smoke while physically interacting with children.
7. Caregivers must wash their hands immediately after changing a diaper or aiding a child in toileting.

VI. Food

A. Nutritional Needs

1. These food patterns must be followed:
   - Children in the home at least four hours must have a snack or a meal.
   - Children in the home 5-10 hours must have a meal and one or two snacks.
   - Children in the home more than 10 hours must have 2 meals and two snacks.
2. Snacks must be nourishing and planned as a part of the day's food allowances.
3. Breakfast must be offered to children who arrive before 7:00 a.m. and who have not had breakfast at home.
4. Infant diets and other special diets must be prepared as prescribed by the physician.
5. Weekly menus must be posted.

B. Meal Service

1. These hygiene practices must be followed:
   - Adults and children must wash their hands before handling food.
   - High chairs, tables and floors under them must be cleaned.
   - Napkins, forks, or spoons must be provided.
2. Infant requirements:
   - Bottles must not be propped or given to children who are lying flat.
   - Children able to sit in a high chair must be allowed to feed themselves at least a part of the meal.
   - Formulas and food from home must be labeled with the child's name and placed in the refrigerator. Opened baby food jars must not be used. Formula remaining after feeding must be discarded.
   - Solid foods must not be given in bottles or infant feeders.
3. General:
   - Servings must be adequate to meet children's needs.
   - Food, including dessert, must not be forced or withheld.

VII. Physical Facilities and Safety

1. Family day care homes must be inspected and approved for fire and health safety annually by the Licensing Counselor.
2. There must be 2 outside exits.
3. If hazards exist, the outside play area must be fenced.
4. Diapering areas must be as close to a sink as possible, but not in the kitchen.
5. There must be a working telephone.
6. Emergency numbers must be posted near the telephone.
7. Deadly weapons must be secured so that they are not accessible to children.

If you have any questions or concerns about your child's day care home in relation to this Summary of Standards, or wish to report violations, call the nearest DHS office and ask for the Day Care Licensing Counselor.

Licensing Requirements for Group Day Care Homes

The Department of Human Services has the legal responsibility for licensing homes which provide day care for 8-12 children. The purpose of licensing is protection of children. This summary outlines some of the requirements day care providers must meet in order to be licensed. Standards for Group Day Care Homes in their entirety may be obtained by calling the nearest DHS office. This summary is intended as a guide for parents of children in group day care homes.

I. Administration

1. Children in day care must be at least 6 weeks old.
2. A copy of "Licensing Requirments for Group Day Care Homes" must be given to parent(s) of each child.
3. A policy statement signed by caregiver and parent must be on file.
4. The following records must be kept:
   - an operating budget
   - three recommendations for caregiver
   - adult health records
   - child health records
   - daily attendance records
   - children's records containing identifying and emergency information and a parent-caregiver communication plan.
5. A current license must be posted.
6. When transportation is provided:
   - the driver must be licensed.
   - the vehicle must be insured.
   - children must not be left alone in the vehicle.
   - there must be a plan for emergency transportation.
   - children under 4 must be secured in child safety seats.
   - firearms must not be stored in the vehicle.

II. Staff

A. Qualifications

1. Caregivers must be:
   - at least 18 years old
   - able to read and write
   - physically, mentally and emotionally capable of performing duties
   - able to explain emergency procedures.
2. The primary caregiver must have a high school diploma or equivalent if licensed after July 1, 1984.
3. The primary caregiver must complete 6 hours of training each year.
4. The following persons must not be present with the children:
   - Anyone with a handicapping condition which is harmful to children
   - Anyone who has been convicted of a crime involving moral turpitude
   - Anyone who has been convicted of violating a law enacted to protect children.

B. Adult-Child Ratio and Supervision

1. An adult must be present and supervising at all times.
2. There may be no more than 12 children present who are unrelated to the caregiver; 15 if 3 are school age.
3. A second adult is required when:
   - . There are more than 12 children, including caregiver's own children, under age 9 or
   - . there is any child under 3 or any severely handicapped child.
4. A third adult is required when:
   - . both situations in No. 3 exist
   - . there are more than 9 children under age 3.
5. Sleeping infants must be checked and emergency help sought if necessary.

III. Equipment

1. Equipment must be well made and safe.
2. Unsafe equipment must be removed at once.
3. There must be equipment for:
   - . infants and toddlers
   - . children with special needs
   - . active and quiet play
   - . activities listed under Program.
4. Outdoor equipment must be:
   - . placed to avoid accidents
   - . securely anchored
   - . placed over resilient surfaces.

IV. Program

A. Activities

1. The daily program must include some of the following:
   - . reading to and talking with children
   - . art, music, and dramatic play
   - . building, manipulating toys
   - . age-appropriate participation in home-type activities.
2. The daily schedule must be posted.
3. Children must be allowed to choose some of their own play activities; others must be planned by the caregiver.
4. Children must not be confined to one room unless that room has 30 square feet per child.
5. All children must play outside daily except in extremely bad weather.

B. Discipline

1. Discipline must be:
   - . reasonable and in terms of the child's understanding
   - . positive and encouraging of good behavior

2. Discipline must not be:
   . shaming, humiliating, frightening or injurious
   . related to food, rest or toilet training.
3. Spanking may be used only if:
   . parents give prior written consent
   . an open hand on the buttocks is used.
4. Children who are under 15 months or who are not walking must not be spanked under any circumstances.

C. Physical Care - Naps
1. Preschool children must have a reclining rest period, according to individual needs.
2. School-age children must be allowed to nap but not forced to do so.
3. Children under 15 months and unable to walk must have their own crib or playpen for napping.
4. Older children must have something soft and at least 2 inches thick to sleep on.
5. All children must have their own clean sheet and coverlet.
6. Children must be allowed to get up after a reasonable rest period.

D. Physical Care-Toilet Training
1. Toilet training must not be started until the child:
   . has been in the day care home long enough to feel comfortable
   . is able to understand, to do what is asked, and to let his/her need to use the bathroom be known.
2. Children must not be made to sit on the potty more than 5 minutes.
3. Children must be diapered or cleaned when needed.

V. Health

A. Children's Health
1. Children must have immunizations before admittance to day care.
2. If immunizations are not current or continued, the child will not be allowed to remain in day care.
3. Records of handicapped children must contain a physician's statement identifying the condition and giving special instructions for the child's care.
4. Children under 35 months must have a physical examination prior to admission to day care.
5. Immunization records must be on file in the day care home and returned to parents when the child leaves day care.
6. Exceptions to 1-5:
   . a medical reason documented by the health care provider
   . a religious reason given by the parent

B. Caregivers' Health

1. A physical examination before beginning work is required.
2. An updated statement of caregiver's physical health must be obtained every third year.
3. A statement of caregiver's mental or emotional health may be required when deemed necessary by the Department.
4. Adults who are in contact with children regularly must have on file evidence of a negative TB test or chest x-ray.
5. A first aid chart must be posted.
6. Caregivers must not smoke while physically interacting with children.
7. Caregivers must wash their hands immediately after changing a diaper or aiding a child in toileting.

VI. Food

A. Nutritional Needs

1. These food patterns must be followed:
   - Children in the home at least four hours must have a snack or a meal.
   - Children in the home 5-10 hours must have a meal and one or two snacks.
   - Children in the home more than 10 hours must have two meals and two snacks.
2. Snacks must be nourishing and planned as a part of the day's food allowances.
3. Breakfast must be offered to children who arrive before 7:00 a.m. and who have not had breakfast at home.
4. Infant diets and other special diets must be prepared as prescribed by the physician.
5. Weekly menus must be posted.

B. Meal Service

1. These hygiene practices must be followed:
   - Adults and children must wash their hands before handling food.
   - High chairs, tables, and floors under them must be cleaned.
   - Napkins, forks, or spoons must be provided.
2. Infant requirements:
   - Bottles must not be propped or given to children who are lying flat.
   - Children able to sit in a high chair must be allowed to feed themselves at least a part of the meal.
   - Formulas and food from home must be labeled with the child's name and placed in the refrigerator. Opened baby food jars must not be used. Formula remaining after feeding must be discarded.
   - Solid foods must not be given in bottles or infant feeders.
3. General
   - Servings must be adequate to meet children's needs.
   - Food, including dessert, must not be forced or withheld.

VII. Physical Facilities and Safety

1. New or remodeled group day care homes must be approved by a state fire safety inspector and by an environmentalist prior to opening. All group day care homes must be inspected and approved annually.
2. There must be 30 square feet of useable play space per child inside the facility.
3. There must be 2 outside exits, other than in the kitchen.
4. The home must not share a building used for other purposes which would be hazardous to children or limit outdoor play.
5. The outdoor play area must contain 50 square feet per child.
6. If hazards exist, the outside play area must be fenced.
7. Diapering areas must be as close to a sink as possible, but not in the kitchen.
8. There must be a working telephone.
9. Emergency numbers must be posted near the telephone.
10. Deadly weapons must be secured so that they are not accessible to children.

If you have any questions or concerns about your child's day care home in relation to this Summary of Standards, or wish to report Violations call the nearest DHS office and ask for the Day Care Licensing Counselor.

Summary of Licensing Requirements for Child Care Centers

This summary is a guide for parents of children in child care centers. It outlines some of the requirements day care providers must meet in order to be licensed. The Department of Human Services is legally responsible for licensing child care centers with 13 or more children. The purpose of licensing is protection of children. Standards for child care centers in their entirety may be obtained by calling the nearest DHS office.

I. Administration

1. Center must be adequately financed.
2. The following records must be kept on children:
   - Current identifying and social history information on each child, including the name of a physician and written parental permission for obtaining emergency medical assistance.
   - Transportation plan, including names of people the child can be released to.
   - Health record (which will be returned upon leaving) on each child, including health history, record of immunizations, physical examination on infants/toddlers.
   - Daily attendance record for each child.
   - Written permission for your child to go on field trips.
3. The following records must be kept on each staff member:
   - Educational background, verified work history, and record of in-service training.
   - Health record including evidence of a physical exam every 3 years and negative TB screening.
   - Records of interviews with at least 3 references.
   - Report of negative screening from child abuse registry.
   - Record of performance reviews.
   - Daily attendance records.
4. A current license must be posted conspicuously.
5. Parents must receive a written copy of center policies and an explanation of the policies.
6. A preplacement visit to the center by the parent (or designee) is required.
7. Parents are to receive a copy of this summary when their child is enrolled in the center.
8. Parents must be permitted access to all areas of the child care facility while their child is present.
9. Children must not spend more than 12 hours in a 24-hour period at the center except in special circumstances.
10. An education program for parents must be provided and must include information on the detection, reporting, and prevention of child abuse.
11. A child must be at least 6 weeks old before being accepted in a center; prior to admission, there must be a completed application (information form) on file.

12. When the center provides transportation, special rules apply:
    - Driver must be licensed.
    - Owner of vehicle must carry liability insurance.
    - Children must always be attended by an adult while in vehicle.
    - Two adults must be in a vehicle when 8 or more children under age 5 are transported; the number of infants and toddlers transported by 1 adult is limited to 5.
    - Car seats are required for children under 4.
    - Firearms are prohibited in vehicles used to transport children.
    - Children must have a specific amount of seat space (10 inches for preschoolers and 11 inches for school age).
    - Children must not spend more than 90 minutes traveling one way.

II. Staff

A. Qualifications

1. A director must be responsible for staff and program and the day-to-day center operation.
2. When the director is absent, another adult must be designated to be in charge of center operation.
3. A person who has a condition which is in any way harmful to children must not be present with the children.
4. All staff, volunteers, and others having responsibility in the center must be screened through DHS child abuse registry. Perpetrators of abuse (except sexual abuse) may work with children only under close supervision.
5. Children must not be in the care of a person convicted of a crime involving moral turpitude or of violating a law enacted to protect children.
6. Staff behavior must reflect knowledge and understanding of the special needs, growth, and developmental patterns of young children and understanding of appropriate activities.
7. Staff persons must be physically, mentally, and emotionally capable of performing their duties satisfactorily.
8. Prior to assuming duties, each new employee must receive job orientation; staff who work with children must be trained in child abuse prevention.
9. The director must have earned a high school diploma (or equivalent) and worked 2 years full-time with young children.
10. Caregivers must be 18 and literate; one caregiver in each group must have earned a high school diploma (or equivalent).
11. Directors and caregivers must spend 12 and 6 hours respectively in work shops, courses, or other relevant training each year.

B. Supervision and Grouping of Children

1. Each group must have adult supervision at all times.
2. When more than 12 children are present, a second adult must be on the premises. If children 3 and under are present, required adult/child ratios must be met.

3. Group sizes:
   . Infants: no more than 12 in a group with 2 caregivers.
   . Preschoolers: no more than 20 in a group with 1 caregiver.
4. Children must have the security of stable classroom space at the center.
5. When children are swimming or on field trips, the number of adults must be twice the requirement above.
6. When infants are present, they cannot be grouped with children over 3, and a separate area must be provided for them.
7. When more than 12 children in first grade and above are enrolled, a separate room and a separate program must be provided for them.
8. Naptime requirements can be relaxed for preschoolers and school-age children as long as children are adequately protected and one adult is supervising in each nap room.

III. Equipment

1. All indoor and outdoor equipment must be sturdy and safe.
2. Damaged equipment is to be repaired or removed from the room or playground immediately.
3. Equipment must be kept clean.
4. Age-appropriate equipment and furnishings must be provided for each group.
5. Infants must have space to climb, crawl, and pull up without restraint of playpens or cribs.
6. School-aged children must have space at their level for belongings and outer wear.
7. Large pieces of equipment must be secured or supported so they will not fall on children.
8. Indoor equipment must be
   . suitable for active and quiet play needs of all children;
   . sufficient to provide a variety of play activities;
   . plentiful enough for each child to have two choices during free play time;
   . displayed within children's reach so they can select and return items independently;
   . organized.
9. Outdoor equipment must be
   . provided for children in care for more than 3 daylight hours;
   . sufficient in amount and variety so that children can take part in many kinds of play each day;
   . placed to avoid accidents; swings or climbers must be placed over a resilient surface.
10. Naptime/sleeping equipment must be provided for preschool children in care for 6 hours or more and meet these requirements:
    . It must be in good condition.
    . Children must have individual cots or 2-inch mats/pads (molded plastic cots are acceptable).

- Individual beds or cots are required for children sleeping for extended periods (more than 2 1/2 hours) such as during nighttime care.
- Each child must have a clean sheet or towel to cover whatever the child sleeps on.
- A clean coverlet must be available for each child.
- Cribs purchased after January 1987 must be freestanding with an open top.
- Each infant must have an individual crib.
- Mattresses or foam pads must be covered with safe, waterproof material.
- Soiled sheets and coverlets must be replaced immediately.

IV. Program

A. Schedule and Routines

1. Routines such as snacks, meals, and rest must occur at about the same time every day to give children security.
2. Activities must provide a balance between children's and adult's choices, alternating periods of vigorous activity and quiet play (or rest) throughout the day. School-age children need an opportunity and a place to be by themselves to play or do homework.
3. Use of television is to be limited to children's programs, and other activities must be available for children who do not want to watch. Movies or television programs with violent content are not acceptable.
4. All children in care for more than 3 daylight hours must be given the opportunity to play outdoors except in extreme weather conditions or in inner city centers.
5. All preschool children in care 6 hours or more must be allowed a reclining rest period of 1 hour (children cannot be forced to go to sleep).
6. Special consideration must be given to early morning and late afternoon activities to help children cope with possible unhappiness over separation from parents and end-of-day fatigue.
7. Infants/toddlers must receive consistent care from a specific adult.
8. Infants/toddlers must receive adult attention in addition to diapering/feeding time and must have opportunity to interact with other children.

B. Behavior Management and Guidance

1. Caregivers must consider children's attention spans and skills so that developmentally inappropriate behavior is not expected.
2. Discipline must be reasonable, appropriate, and in terms the children can understand.
3. Praise and encouragement of good behavior must be used instead of focusing upon unacceptable behavior only.
4. Punishment that is shaming, humiliating, frightening or injurious to children is abusive and must not be used.
5. Punishment must not be related to food, rest, or toileting.
6. Spanking or any other type of corporal punishment is prohibited. ("Corporal punishment" is the infliction of bodily pain as a penalty for behavior disapproved of by the punisher).

C. Educational Activities

1. A daily program must provide opportunities for learning, self-expression, and participation in a variety of creative activities such as art, music, literature, dramatic play, science, and health.
2. Indoor physical activities, requiring children to use both large and small muscles, must be provided for children of each age group.
3. The curriculum must include instruction in personal safety as needed, but at least once a year and the prevention of child abuse component approved by DHS.
4. Activities must be based on sound educational practices. They must provide experience for the development of language, gross motor, fine motor, social/ personal, cognitive, and self-help skills. Examples of such activities include music, dramatic play, storytime, free activity periods, outdoor play, and the opportunity to explore many materials, situations, and roles.
5. Because of the importance of language development and communication skills, children must be talked to, listened to, read to, and sung to, in addition to other language experience activities such as finger play, patty-cake, and flannelboard stories.

D. Nighttime Care

1. Calming activities preceding bedtime must be provided, such as a story or soft music and individual adult attention as needed.
2. Routine personal hygiene must be encouraged and supervised. A plan must be made with parents for brushing child's teeth, baths, bed dress, etc.

V. Health and Safety

A. Children's Health

1. Children must be immunized in accordance with state law and Tennessee Department of Health and Environment Child Health Standards. If parents do not continue their child's immunizations, the child cannot remain in care. (Exceptions allowed by law are for medical or religious objections.)
2. Before an infant/toddler is accepted for care, he/she must have a physical examination or proof of a medical checkup.
3. If children with mental, physical, or sensory impairment or with a medical disorder are enrolled, their health records must include a physician's statement identifying the condition and giving special instructions for care.
4. Children must be checked upon arrival and observed for signs of communicable disease. Any child showing or developing symptoms of fever, diarrhea, or other symptoms that are cause for concern must be excluded from the group until the parent can call for him/her. Care can be provided for a child with a contagious disease only upon written instructions of a licensed physician or certified health care provider.
5. Every parent must be notified if one of the following communicable diseases has been introduced into the child care center: hepatitis A, foodborne outbreaks, (food poisoning) salmonella, shigella, measles, mumps, rubella, pertussis, polio, group B hemophilus influenza, meningococcal meningitis.

6. Prescribed and nonprescribed, internal and external medication must not be administered to a child by center staff except under the direction of a physician or with the parent's written authorization. Medications or drugs must be labeled with the child's name and specific instructions for administering them. Administration of medications and noticeable side effects must be charted and reported to parents. Medication must not be handled by children.
7. All medicines, prescription and nonprescription, must be inaccessible to children and stored in a locked compartment or container.
8. Each child must be allowed to form his own patterns of sleep. The child must not be left in a crib or on a cot for an unreasonable length of time after his/her rest is completed.
9. Toilet training must never be begun immediately upon admission of child to the center. Toilet training must be delayed until the child is adjusted to staying at the center and is able to understand, cooperate, and communicate his need to use the bathroom.
10. Children must not be forced to sit on the potty or toilet.
11. Children must be diapered and cleaned when wet or soiled.
12. Diapering must be done in a designated area that is off the floor, on a washable surface, and located near a handwashing lavatory. The diapering area must not be located in a food service area.

B. Staff Health

1. Before beginning to work, all staff members must have on file written evidence of a physical examination and statement that their general physical and mental condition will permit them to direct and actively participate in the activities of a group of young children.
2. An updated statement of each staff member's physical health must be obtained every third year or more often if deemed necessary by DHS. A statement of mental or emotional health must be obtained from a psychiatrist or clinical psychologist when deemed necessary by DHS.

C. Safety

1. At least one staff member who has completed the basic 8-hour CPR course must be on duty at all times.
2. At least one staff member who has completed a first aid course (consisting of a minimum of three hours and taught by a certified instructor) within the last 3 years must be on duty at all times.
3. A first aid chart must be posted, and caregivers and helpers must be familiar with its contents.
4. A first aid kit containing a thermometer, bandages, and other items must be available to the staff.
5. Firearms must not be on the premises of a child care agency. Kitchen knives and other potentially dangerous utensils or tools must be secured so that they are inaccessible to children.

6. Emergency telephone numbers must be posted next to the telephone and readily available to any staff member.

VI. Food

A. Nutritional Needs

1. The week's menus must be planned and posted by the first day of each week so that parents can know the food their children are receiving (nutritious meals brought from home are acceptable).
2. For children in the center 5 to 10 hours, 1 meal (including a minimum meat or meat substitute, vegetable and fruit, bread product, and milk) and 1 or 2 supplements must be provided; 2 supplements if the period is as much as 7 hours.
3. For those in the center longer than 10 hours, 2 meals and 2 supplements must be furnished.
4. Supplements (defined as bread product, drink, or fruit) provided must be simple and nourishing and planned as part of the day's food allowance. Carbonated drinks, fruitades, synthetic fruit-flavored drinks, imitation milk, and candy must not be served as supplemental foods. Fruit drinks served as a supplement must be 100% juice.
5. Breakfast must be offered to children who arrive before 7:00 a.m. and who have not had breakfast at home.
6. Special diets must be prepared as prescribed by a physician.
7. Food must not be forced on or withheld from a child. Desserts and sweets must not be used as reward or punishment.
8. Meals and snacks must be planned with consideration given to the total daily food requirements. Unless otherwise specified by the parent, each infant must be fed in accordance with the pamphlet published by the Tennessee Department of Health and Environment entitled "Feeding Your Baby," available from DHS or local health departments.
9. If specific instructions for feeding are prescribed by a physician or given by the parent, they must be in writing and the agency must follow the instructions. However, if staff feels these instructions do not provide for adequate nutrition, there must be consultation with the child's parents, a public health nurse or public health nutritionist, or the child's physician.
10. When introducing new foods to infants and toddlers, foods must be introduced 1 at a time over a 5-to-7 day period with parent's approval.
11. The feeding schedule for infants must be in accordance with the child's need rather than according to the hour.
12. When infants are being weaned, parents and caregivers must work together to ensure consistency in the weaning process.
13. Weaning must not be started immediately after admission.
14. The child must be familiar with the cup or glass prior to its substitution for the bottle.
15. There must be no more than 14 hours between meals or supplements for children in nighttime care.

B. Meal Service

1. At mealtime, the children must be seated at low tables in child-sized chairs, and adults must sit with them.
2. The size of servings must be adequate to meet children's needs.
3. Solid foods (including cereal) must not be given in bottles or with infant feeders to children with normal eating abilities.
4. All formulas and food brought from home must be labeled in the child's name. Milk must be placed immediately in the refrigerator. Once milk has warmed, it must not be rewarmed or returned to the refrigerator. For optimum digestion, formula is to be served at body temperature.
5. Previously opened baby food jars must not be accepted.
6. The infant/toddler must be held while he/she is fed as long as he/she is unable to sit in a high chair, an infant seat, or at the table. Bottles must not be propped, and a child must not be given a bottle while lying flat.
7. When a child is capable of using a high chair, he/she must be allowed to do so and to experiment with food, with feeding himself/herself, and to eat with fingers or spoon.

VII. Physical Facilities

1. All facilities must be inspected and approved annually by either state or authorized local fire safety inspectors and by environmentalists. Fire safety regulations and environmental standards must be met before a license is issued.
2. The center must not be located in a building used for purposes which would be hazardous to the children or would prohibit outdoor play.
3. There must be a working telephone in the center.
4. The building must provide 30 square feet of usable indoor play space per child, not including the restrooms, halls, kitchen, or office space. Each nap room must also contain 30 square feet of floor space per child.
5. Outdoor play areas must contain 50 square feet of usable space per child.
6. There must be safeguards such as fencing, if hazards exist in or around the play area.

VIII. Care of Handicapped Children

In addition to the preceding standards, if handicapped children are cared for in the center, the following requirements must be met. These standards apply to staffing, grouping, equipment, program, health, food, and physical facilities;

- Handicapped children enrolled in a day care center must receive the same care and participate in the same program activities as their peers with adaptations to enable them to participate.
- Adaptations to the environment must be directed toward normalizing the lifestyle of the handicapped child by helping him/her become independent and develop self-help skills.

- Efforts to provide specialized services (e.g., speech/hearing therapy, physical therapy, psychological evaluation, or services for mentally retarded) must be documented in the child's record. Any information exchange regarding these services must also be documented.

If you have any questions or concerns about your child's day care center in relation to this summary of requirements or wish to report violations, call the nearest DHS office.

*DHS - authorization number 345198 EDP No. 8305

Financial Management

In Section One you used a Financial Plan worksheet to decide if it would be profitable for you to start a child care business. The following pages provide you with tools, resources and references to develop and maintain a financial management system.

Record keeping is the key. How much money is coming in? What are your expenses? Can you document your purchases and expenses? What records, forms, and documents are required for a small business in Tennessee and for income tax purposes?

An expanded budget worksheet is provided for your consideration.

The Following are Some of the Things Every Person Going in Business in Tennessee Must Do Either Before or Immediately After Opening

(1) If you have one or more employees, or if you operate a trust, estate, corporation, partnership, or similar non-individual organization, regardless of whether you will have any employees or not, you must obtain a Form SS-4, Application for Employer Identification Number, from the Internal Revenue Service, 801 Broad Street, Nashville, Tennessee, to request an IRS employer identification number for your business. Phone 1-800-342-8420.

(2) If you are liable under the Federal Unemployment Tax Act, or if you have one or more persons employed during twenty different calendar weeks in a calendar year, or if you paid $1,500.00 in taxable wages during any calendar quarter, you must obtain a Tennessee Employer Identification Number from the Tennessee Department of Employment Security, 313 Cordell Hull Building, Nashville, Tennessee 37219. Phone (615) 741-2486.

(3) Unless you are exempt from the Tennessee Business Tax, or the Minimum Business Tax license fee, you must register with the County Court Clerk within 20 days after beginning business, then pay the minimum license fee of $15.00 plus clerk's fee of $3.50 (total $18.50) within twenty (20) days from the date of opening your business. The Tennessee Business Tax is the tax on your annual gross receipts but there are a large number of items that can be deducted from your gross receipts before calculating your tax. There are some small business persons that are exempt from paying this minimum license fee, but they are not exempt from paying the business tax itself. Actually, there are two different taxes and not just one tax.

(4) Also, unless you are exempt from the Tennessee Business Tax, or the Minimum license fee, or you do business in the county only, you must register with the city tax collecting authority within 20 days after beginning business, then pay the minimum license fee of $15.00 plus clerk's fee of $3.50 (total $18.50) within twenty (20) days from the date of opening your business. The same comments listed in paragraph (3) above, apply here as well. Generally, you have to make reports to, and pay the same tax to both the county and city authorities. However, if you do business in the county only, you do not have to pay the city license fee or tax.

(5) If you have five (5) or more full-time or part-time employees and are not exempt from the provisions of the Workers' Compensation Act, you must obtain workers' compensation coverage for all covered employees immediately. You obtain this insurance from your local business insurance agent.

(6) If you have one or more employees you must deduct the employee's part of Social Security taxes (FICA) from their wages, and report these deductions along with payment of your part of these same taxes each quarter. You do this on Form 941. You also report all deductions of income taxes made from employee's wages on this same form. You determine how much income tax to deduct by having each employee fill out a Form W-4.

Adapted from: U.S. Small Business Administration

Sample Start-up Budget for Child Care Center

Expenses

Personnel (costs prior to opening)		$
Occupancy -	building remodeling costs	$
	building space deposits	$
	deposit for utilities	$
Equipment -	office	$
	program	$
	installation fees	$
Supplies -	program	$
	office	$
	housekeeping (toilet paper, cleaning supplies)	
	food service	$
Miscellaneous -	advertising	$
	food (first month)	$
	legal & professional services	$
	licenses and permits	$
	operating cash (for six months from opening)	$
	insurance	$

Total :

Annual Budget Worksheet

	Annual Budget	Monthly Budget	Actual monthly expenditure							
Income										
-Fees										
-Child Care Food Program										
-Other										
Expenses										
-Salary of owner/ manager										
-All other salaries										
-Payroll expenses										
-Food										
-Household & Supplies										
-Toys and materials										
-Office supplies/ postage										
-Telephone										
-Maintenance/Repairs										
-Utilities										
-Insurance										
-Mileage										
-Advertising										
-Legal & other professional fees										
-Taxes, licenses										
-Start up expenses										
-Monthly installment on equipment										
-Other										

*Add one column for each month of the program year.

Bookkeeping

Small business owners/managers need to understand why records are necessary. They need to understand how important it is to have bookkeeping records that are simple, yet will furnish all the information needed to intelligently manage their business.

If you need help setting up your system, see a small business adviser.

With a bookkeeping system properly designed for a small business operation installed in your office, and a firm determination on your part to make it work you can have all the information you need, right in your own office, to enable you to make intelligent management decisions.

It is also important that you understand how necessary it is to have bookkeeping records that will furnish this information, for a surprisingly large number of new businesses fail within the first two or three years due to inadequate business records. This does not mean you should have an elaborate bookkeeping system and pay out a lot of money each month for a bookkeeper to handle your bookkeeping records. There are simple bookkeeping systems available that almost any person can handle with just a little training, or an accountant can design such a system for you that will furnish the information you need.

With an adequate, yet simple bookkeeping system you can answer such questions as the following:

1. How much business am I doing?
2. What are my expenses? Which expenses appear to be too high?
3. How much cash do I have on hand and in the bank?
4. How much do I owe my suppliers?
5. Is my financial position improving or growing worse?
6. How do my assets compare with what I owe?
7. Employees records. (These records maintain information legally required).
8. Records of the Fixtures and Property you own. (These contain information for taking depreciation allowances and for insurance coverage and claims).

Bookkeeping Records

Accounts and Notes Receivable: This is the record you keep of all that others owe you. For small businesses, the simplest way to do this is to make an extra copy of all your credit sales tickets and file these extra copies, alphabetically, in a separate file. Make a notation on these tickets of all part payments, returns, allowances, etc., and when any ticket is paid in full, it should be removed immediately from this file and placed in a separate "accounts paid" file. Be extremely careful not to lose or misplace any of these tickets before they are paid. If desired, these records can be kept in ledgers with a separate customer's account on each page. Either way, be certain that full information concerning all dealings with each customer is noted on their individual account, whether it is in a ledger or on an individual sales ticket in the file.

Cash Receipts and Disbursements: This is the record you keep of all cash receipts from all sources and all checks written and all cash payments for any purpose. Each transaction should be posted individually and show full information concerning the transaction.

Accounts and Notes Payable: This is the record you keep of all you owe. For small businesses, the simplest way to do this is first check each invoice covering merchandise purchased to be certain the merchandise has been received, that the price and amount are correct, etc. Then file these invoices in a separate payables file until paid. When an invoice is paid, the check number, date, etc., should be noted on the face of the invoice, then filed alphabetically in a separate "invoices paid" file so they can be easily located if you need to refer back to them later. Do this immediately after invoice has been paid.

Payroll Records: This is the record of all salaries, bonuses and wages paid each employee each week or month during the year, showing the hours worked each day, regular and overtime rates and total deductions, together with net pay.

*Adopted from Tennessee Small Business Development Center of Memphis State University's *Information Booklet*

Income Tax Information for Child Care Providers

ms Needed:

)40	U.S. Individual Income Tax Return.
ion for ıg Form 1040	Also includes instructions relating to Schedule C and Schedule S.E.
e C	Profit or Loss from Business or Profession.
e SE	Computation or Self-Employment Tax (Social Security)
562	Depreciation and Amortization.
ions for ıg Form 4562	
le ES (1040)	Estimated Tax Instructions.
ublication 587	The Business Use of Your Home.
441	Credit for Child and Dependent Care Expenses.
106	Explains how to claim percentage of actual car costs (not to be filed).
099	Payments to "contract helpers"of $600 or more in one year
940	(For group family day care providers who have employees) Federal Unemployment
941	(For group family day care providers who have employees). Federal withholding and Social Security

100% Deductible Expenses:

Examples

1. Advertising
2. Bank charges
3. Dues & publications
4. Equipment
5. Food
6. Insurance specifically for day care
7. Laundry & cleaning specifically for day care
8. Legal & professional fees (income tax preparation)
9. Mileage (22.5 per mile)
10. Postage
11. Repairs, etc., for damage caused by day care children to your premises
12. Supplies (paper, crayons)
13. Telephone (all calls for day care, call waiting)
14. Travel & entertainment (refreshments for meetings, parents' dinners)
15. Gifts and clothing for day care children
16. Any item needed for licensing - examples: Fire extinguisher, smoke detector, medical supplies

Partially Deductible Expenses:

Expenses for your house or apartment can be deducted. The deduction is based on the space/time percentage.

Federal Tax Guide Report

This is a detailed form for reporting tax information about your business. You may obtain it from your nearest Internal Revenue Service Office.

Child Care Food Program (CCFP)
Food Reimbursement Guidelines

The primary goal of the CCFP is to improve the diet of children 12 years of age or younger. (Children 15 and under from families of migrant workers are also eligible, and certain handicapped people regardless of age may receive CCFP meals if they are enrolled in a center or home that serves mostly persons 18 years of age or younger.)

The CCFP accomplishes this goal by reimbursing the child care provider for meals and snacks served. All children in the care of a Family or Group Day Care Provider are eligible for full reimbursement. Children enrolled in Day Care Centers must meet income eligibility guidelines. Reimbursement rates are established by USDA each year for July through June. All meals served must follow patterns set by USDA. Records must be kept to document the purchase of food and the type and amount of food served.

Centers can operate in the program either independently or under the auspices of a sponsoring organization. The sponsoring organization must accept final administrative and financial responsibility for centers and homes under its auspices. Day care homes must participate under a sponsoring organization; they cannot enter the CCFP directly.

Providers must agree to meet all the CCFP requirements. These include:

- Become licensed or registered by the state day care licensing authority or meet a set of "alternate requirements" set by the USDA.
- Enroll children in the CCFP, using a Child Enrollment Form signed by the parents.
- Serve meals and snacks that meet the USDA nutritional requirements.
- Send sponsor copies of menus and records of the number of children served at each meal.
- Participate in nutrition education training as required by the CCFP regulations.
- Allow staff of the sponsoring agency to visit the home to review the provider's food service.

For more information call Doug Hutchison or Steve Neece at (615) 741-6282.

CCFP Food Reimbursement Rates
State of Tennessee
Department of Human Services
400 Deaderick Street
Citizens Plaza Building
Nashville, TN 37219

Policy Memorandum 88-4

TO: Child Care Food Program (CCFP) Institutions

FROM: Nancy Whittemore, Director, Community Services

DATE: July 22, 1988

SUBJECT: FY'89 CCFP Reimbursement Rates

Effective July 1, 1988, through June 30, 1989, the rates of reimbursement including cash-in-lieu for Child Care Institutions and Day Care Home Sponsoring Organizations are as follows:

I. Meals Served in Child Care Centers:

	Breakfast	Lunch/Supper	Supplement
Free	.7925	1.5850	.4025
Reduced	.4925	1.1850	.2000
Paid	.1400	.2625	.0375

II. Meals served in Day Care Homes:

Breakfast	Lunch/Supper	Supplement
.6675	1.2525	.3725

III. Administrative Payment Rates for Sponsoring Organizations of Day Care Homes - per Home per Month:

First 50 homes.....$55.00
Next 150 homes.....42.00
Next 800 homes.....33.00
Over 1000 homes.....29.00

If you have any questions regarding this matter, please contact Doug Hutchison or Steve Neece at (615) 741-6282.

*Policy Memorandum 88-4 by Nancy Whittemore, Director, Community Services

Resources for Insurance

Although there have been problems in the past for child care providers obtaining liability insurance, many of them have now been resolved.

As a result of meetings which Governor McWherter held with representatives of the insurance industry, you should now expect the following:

Property and Liability Coverage

Persons not required to be licensed (1-4 children) and licensed family home providers (5-7 children) can expect to find homeowner's coverage to include a day care liability endorsement, at a maximum cost of $100 and $175 respectively, for $100,000 liability. Homeowner policies should no longer be cancelled or not renewed due to operation of a day care business.

Group Home Providers (8-12 children) can now purchase property coverage and a separate day care liability policy at reasonable rates. Minimum premiums as low as $250 are available on liability coverage.

Centers (13 and more children) can expect to purchase liability insurance as low as $8 - $10 per child, with minimum premiums as low as $250 depending upon location and amount of liability and coverage purchased.

Liability coverage for child abuse is now available on a limited basis.

Transportation

Day care vans and buses have been re-classified again into a category where lower premiums are available.

Standards are Important

Although it is sometimes difficult to meet the Department of Human Services' standards for child care, you need to know that Tennessee's standards were a strong selling point in negotiating better coverage at more reasonable rates. Insurance companies were provided copies of standards and informed of the many ways meeting health, fire and supervision standards reduce risks and make licensed providers more insurable. Although licensing counselors evaluate your agency, an insurance company may also feel the need to inspect.

The attached bulletin has been sent to all insurance companies. You should take this bulletin to your insurance agent for assistance in finding homeowner's and/or liability coverage. The provided list of companies writing liability coverage applies to group homes and centers only. Should you or your agency have questions or problems, contact Dick Webber, Department of Commerce and Insurance, (615) 741-2333.

Daycare Liability Insurance
State of Tennessee
Department of Commerce and Insurance
500 James Robertson Parkway
Nashville, Tennessee 37219

BULLETIN

TO: All Licensed Insurers Who Write Homeowners and Dwelling Policies in the State of Tennessee

FROM: Elaine A. McReynolds, Commissioner

RE: **Daycare Liability Insurance**

DATE: March 20, 1989

This will update you on what has occurred since the Industry Daycare Liability Insurance Forum held on October 5, 1988.

ISO has filed and the Department has approved with an effective date of May 1, 1989 an amendment to ISO's homeowners filings which provides suggested rates for the two smaller home daycare exposures, unlicensed home daycares with 1 - 4 children, and licensed home daycare centers with 5 - 7 children. In the 5 - 7 group, there are less than 400 statewide. Since the 1 - 4 group does not require licensure, we do not have exact numbers for this group.

In the 8 - 12 group, there are just over 300 statewide. You will remember from the forum and interim communications that this is the group for whom you should consider making available property coverage for dwelling and contents as close to a homeowners policy section I as is possible. Based upon prior communications with the industry and the fact that the Department of Human Services inspects all licensed facilities, we feel that your company should be in a position to provide a fire policy for property and contents. A daycare liability policy with a comprehensive personal liability extension can be obtained for the insured by the agent through our known commercial markets. Obviously, any inspection and/or recommendation you make should be compiled with/ by the homeowner. I again urge you not to nonrenew homeowners you have on your books upon discovering a home daycare operation.

The vast majority of daycare facilities, over 1600, are the commercial freestanding type licensed for 13 or more children. There are six to seven companies who are writing these centers at reasonably competitive rates, rate structures as low as $8 - $10 per child, with minimum premiums as low as $250 depending upon location and limit of liability purchased. We feel that we have had an extremely positive response from industry through some companies directly, and through the three major company associations. We believe that with your further cooperation, and with the suggested guide rates filed by ISO, we are in a position to eliminate the availability and pricing problem for small home daycare facilities.

We have advised the Department of Human Services of these developments. In the event you find a licensed facility which does not appear to be complying with the inspection regulations of the Department of Human Services, please contact Carolyn Deal, Licensing Specialist, Department of Human Services, 14th Floor Citizens Bank Building, Nashville, Tennessee 37219 to have any deficiencies corrected.

If you have questions regarding this Bulletin, please contact our Department or call Dick Webber (615) 741-2333.

EAM/cmf

Companies Writing Day Care Liability for Centers and Group Homes
State of Tennessee
Department of Commerce and Insurance
500 James Robertson Parkway
Nashville, Tennessee 37219

Standard Companies:	Broker
Continental Insurance Company 180 Maiden Lane New York, NY 10038	800-631-8890 (NYC) This program is direct to insureds
First Financial Insurance Co. 401 Fayette Avenue Springfield, IL 62704	Southern Insurance Managers 615-356-2900

Surplus Lines Insurers:	Broker
General Agents Ins. Co. of America P.O. Box 2933 Ft. Worth, TX 76113-2933	Tenn Underwriters 615-791-1400 Greenwich-American (615) 391-4428
Nautilus Insurance Company 7550 E. Redfield Road Scottsdale, AZ 85260	Southern Insurance Managers
Scottsdale Insurance Company P.O. Box 8460 Scottsdale, AZ 85252	Crump-London Hamm (Memphis) 901-761-1770
Northfield Insurance Company Hamm Building St. Paul, MN 55102	
Western World Insurance Company 48 South Franklin Turnpike Ramsey, New Jersey 07446-0504	Alexander Underwriters (Atlanta) 800-241-0126
Florida International Indemnity Co. 6990 Lake Ellenor Drive, #122 Orlando, Florida 32809	

All companies except Continental have to be approached by an agent through the broker.

Recruitment and Enrollment of Children

The major source of your income results from fees collected for the enrolled children you service. Ongoing recruitment is necessary to maintain maximum enrollment.

Recruitment involves letting the public know about the service the facility provides, the day-to-day program for children, and the spaces available for families who are in need of day care services.

Many directors make it a point to recruit regularly even when their program is full, because it helps maintain visibility and is an effective way to develop good public relations within the community.

Methods of Recruitment

The amount of recruitment depends on the need to fill vacancies and to develop a continuing sense of stable, reliable service in the community. Whether the emphasis is on recruitment or public relations, there are several methods all directors use to promote their centers.

1. **Telephone calls:** Calls from parents take up part of every working day and it is important to make a good impression. Questions should be answered honestly. Most directors are committed to volunteering information about the center's program and philosophy, even when the caller asks only about custodial care. Most commonly, parents ask:

   How much does it cost?
   Am I eligible for Title XX? (minimal income requirements)
   What are your hours?
   Where are you located?
   Do you pick up and deliver?
   Do you take infants? Toddlers? After-school children?
   When can my child start?

2. **Word of mouth:** Most directors consider word-of-mouth advertising their most important form of recruitment. Let parents, teachers, and agency or community contacts know of vacancies. Make personal contacts through telephone calls. Offer to speak about the program at church and civic meetings. Maintain good public relations and establish contacts even when the center is full. Let everyone know that the center is a viable service. Encourage others to spread the word.

3. **Flyers:** Make them bright and eye-catching with a logo that describes the center. Use the logo on other ads, on stationery, signs, etc., so that it becomes the symbol of your center. Distribute the flyers around the center's neighborhood and display them in businesses, tack them to bulletin boards in churches, libraries, laundromats, in health departments, child services agencies, area schools, and similar places.

4. **Brochures:** Make sure they contain an accurate and complete description of the center. Give them to parents, teachers, visitors, realty agents, churches--anyone who may have contact with parents.

5. **Ads:** Place them in newspapers--especially community newspapers--area business newsletters, church bulletins, telephone books.

6. **Participation in community projects:** This creates a name-and-face recognition and is an opportunity to meet parents.

7. **Sponsorship of open houses:** Other events such as potluck suppers, workshops, fairs to which the public is invited, are worth the effort and cost.

8. **Drop-in visitors:** Welcome them; they may come back or refer others.

Referrals

Most directors recognize that they have a professional commitment to families and should be able to supply information about other child care programs when appropriate. Some directors make it a point to know all the centers in their area and encourage a system of mutual referrals. Other directors maintain contact with family day care homes in their areas, particularly when the need is to serve a child younger than the center accepts. In the long run, day care programs must recognize that it is in their best interest as well as that of families to create community-wide systems of information and referral.

Parent Needs and Center Values

Directors often express disappointment that parents seem more interested in cost and location than about how the child will be cared for. However, directors need to be careful before passing judgment on parents. In some cases, the parents have already obtained information about the reputation and practices of the center and feel confident that it is a good center. They may have the center's brochure or know someone who is a client of the center. They simply need information to determine whether they can afford the service or whether the location and hours are convenient.

In other cases, it is important to recognize that parents often turn to a paid child care arrangement at a time of personal crisis. It may be a need for additional income to keep the family going; it may be a change in family structure because of separation, divorce, or death; or it may be that the family has just moved to the community. At times like these, it is understandable that the parent asks survival questions only. At a later time, when the child is settled into the center and the crisis is over, the parent will be able to concentrate on questions of the child's well-being and personal growth.

In any case, parents and their concerns are treated with respect. Differences are approached carefully and without judgment of right or wrong. Veteran directors realize that a day care facility can be a powerful tool in raising general consciousness about good child care because everyone involved has a slightly different perspective on the concept of "quality." Parents often have special insights that should not be ignored or put down. It is frequently the sharing and blending of slightly different values and views that keep a center human and responsive to individual needs.

Enrollment of Child and Parent Involvement

Your first contact with parents is during the enrollment process. It begins with the first phone call for information and does not end until the child leaves your program.

The importance of the first telephone contact cannot be stressed enough. It is the first impression you give to the parent. It should be friendly, give basic information, and convey concern for the needs of the child and the family.

Enrollment Priorities and Waiting Lists

Directors usually emphasize that they are extremely strict in following their waiting lists. However, they do have some informal exceptions which are used in an effort to act as a family support or to develop more balanced classrooms. Priorities mentioned by directors include:

Almost always: siblings of children already enrolled.

Less Frequently: families served in the past; children who create a more balanced classroom sexually, racially, or economically; parents whose jobs or homes are located near the center.

Occasionally: parents who are referred by other parents; parents who seem enthusiastic and are eager to use the center; full-time over part-time children; single, working parents over two-parent families; members of sponsoring church; children referred by DHS for emergency care.

Such exceptions in the first-come-first-served rule are rarely written into policy, but each center interviewed did admit to having at least one of the mentioned preferences. Centers must use good judgment, and have valid, defendable reasons for bending the rules.

Enrollment Tips From Experienced Directors

1. Plan ahead. Write everything down, especially at first. Listen to advice, share ideas with other directors, learn to be a trouble-shooter.

2. Don't be afraid to be firm. Decide on reasonable policies, put them in writing. Avoid exceptions to policies. Believe that grown-ups, like children, will adjust to policies that are firm and clear.

3. Develop efficient plans for application, enrollment, adjustment. Arrange for clear lines of responsibility among staff members to avoid duplication of efforts.

4. Use a formal screening process as part of the application procedure to help decide if a child has special needs that the center cannot meet; refer to more appropriate service.

5. Develop forms that get the information you need from parents, but keep everything as simple as possible.

6. Keep a good sense of humor!

7. Arrange forms in packets or folders and keep them in a box near the telephone. Keep everything together and easy to hand out to parents or to send in the mail.

8. Go through the waiting list regularly and weed out parents who are no longer interested, even when there are no vacancies.

9. Be honest and acknowledge the strengths and weaknesses of the center.

10. Communicate mutual expectations with parents; develop realistic expectations for parents and put them in writing. Discuss these expectations and plan to repeat them regularly, before problems arise.

11. Keep play things on a low shelf in the office for a new child to fiddle with while parent is talking. It helps to set everyone at ease and immediately says positive things about the center's philosophy.

12. Encourage good communication between staff and parents; remind everyone to take extra time with new children and their parents to help ease them into the program.

A Parent's Checklist
How to Evaluate the Quality of a Child Care Program

There are three areas to look at when you visit a child care program:

- . The relationship between the Provider and the Children.
- . The Program.
- . Physical aspects; health, nutrition, and safety.

Relationships Between the Provider and the Children

It is essential that you feel happy and confident about the provider you choose. You may want to consider:

____Does the provider appear to be warm, friendly, calm, and patient?
____Do the children seem happy and involved?
____Does the provider listen to what children have to say?
____Does the provider have child-rearing attitudes that are similar to your own?
____Are difficult children handled in a manner you approve?
____Is each child treated as a special person?
____Does the provider understand what children can do and want to do at different stages of growth?
____Are children allowed to make choices?
____Does the provider talk to the children and encourage them to express themselves through words and creative activities?
____Does the provider hold and touch the children in a caring manner?
____Are children encouraged to resolve conflicts between themselves in an acceptable manner?
____Do children feel good about themselves?
____Does the provider use a positive reinforcement approach when disciplining and guiding children?
____Are children encouraged to learn to get along with and to respect other people?
____Is enough attention given to all the children?
____Does the provider have previous experience or training in working with children?
____Is the provider someone with whom you can develop a relaxed, sharing relationship?
____Does the provider like the children?
____Do the children like the provider?
____How many different care givers will be with your child during the course of the day? Are there different shifts of care givers?
____How frequent is staff turnover? Can you expect the same person to care for your child for the next year?

The Program

Find out what type of program is followed. Is there a daily schedule? Does the daily schedule include experiences you consider important? Some aspects of the center/home you may want to look at include:

____Are a variety of materials and equipment on hand to help the children learn and grow mentally and physically?
____Do the activities encourage the children to think things through?
____Is there time for children to work as a group?
____Is there time to play alone and also to interact with friends?
____Is there a posted, written schedule that is flexible?
____Does the schedule show active and quiet times throughout the day?
____Do the children experience success frequently?
____Is there enough staff to give individual attention?
____Is the cost within your budget?
____Can you visit any time?
____Are the values of the program compatible with your values?
____Are parents involved in the program?
____What is the educational program and philosophy?
____Does the facility close for vacations or holidays?
____What is included in the fee? (For example lunch, snacks, diapers.)

Physical Aspects: Health, Nutrition, and Safety

Look around the center/home to make sure it is a safe, healthy environment and that appropriate physical space exists. Be sure to look for and ask about:

____Is there an up-to-date license posted?
____Is the facility attractive, clean, and well-lit with safety in mind?
____Is there enough equipment?
____Can children reach materials and supplies?
____Is the equipment safe, suitable, and in good repair?
____Is there a place for a child to be alone?
____Is there an opportunity for children to play on the floor?
____Is there enough space indoors and outdoors so all the children can move freely and safely?
____Is there a place for a child's own belongings?
____Is there a proper sleeping place for nap time?
____Are there first aid supplies and fire extinguishers?
____Are there emergency numbers and a telephone conveniently located?
____Is the facility free from safety hazards?
____Are the bathroom and diapering areas clean?
____What happens if a child becomes ill or hurt while in care?
____Are parents notified about communicable diseases to which their children have been exposed?

____Is the menu posted?
____Is the kitchen clean and safe?
____Are the meals nutritious?
____Are the number of meals and snacks served appropriate for the time spent in the program?

Other Considerations

If your child is an infant or toddler...

____Is feeding and diapering done in a loving, patient manner?
____Is there time spent holding, playing, and talking with your baby?
____Is the infant kept clean?
____Is the setting "child proof" so that your toddler can crawl or walk safely?
____Are there a variety of activities and materials that are age-appropriate?
____Are there a variety of toys available for developing skills?
____Does the infant/toddler spend time outdoors?
____Is there a written or other effective feedback mechanism to give parents accurate information about daily eating, sleeping and elimination?

If your child is a pre-schooler...

____Does the program offer a variety of activities?
____Does the care giver join in the activities?
____Are there consistent age-appropriate limits?
____Are children encouraged to be creative and to make choices?
____Are children allowed to do things for themselves?

If your child is school age...

____Does the provider give children supervision and security, while understanding their growing need for independence?
____Does the provider listen to children's problems and experiences?
____Does the care giver help children follow through on projects, homework, and suggest interesting things to do?
____Are children's ideas, values, and opinions respected?
____Is there a room available in which to do homework?
____Is there time for children to be with their own friends, practice skills, and experience a variety of activities?
____Is there a time and place to be alone?
____Are there physical activities available geared to school-age children?
____Is there an outdoor play area?
____Is there a place for personal belongings?
____Is it possible for a child to attend outside activities and clubs?

Seven Key Points for Parents

Research on how to evaluate the quality of a child care center/home came up with seven key points recommended for parents to consider:

1. **Arrival and departure:** If you are able to see children arriving for the day or leaving at the end of the day, you can see how other parents and the staff relate to each other. You will also be able to see how other children feel about coming to the center and leaving. Are teachers taking time to talk to parents and to greet each child? Do teachers invite children into the classroom activities as they arrive? When a child is upset about a parent's departure, do teachers comfort the child and try to introduce him or her to something interesting?
2. **Mealtime and Snacks:** Watching the children at mealtime in a center is important for several reasons. Notice whether children are allowed to sit where they want, whether they are a part of serving the meal and clean-up and whether teachers sit with the children. Mealtime should be a chance for children to have a pleasant social time with each other and with their teachers, and to take part in the choices and tasks involved.
3. **Indoor Activities** (reading storytelling, quiet projects, nap, etc.): This is an opportunity to note how teachers manage their classroom and how the staff coordinates itself. Is there a variety of activities and learning opportunities, allowing the children to make choices? Is there a balance between structured group activities and free play? Does each child get some individual attention during the day? Do children seem involved in the activities, or are they forced to participate against their will?
4. **Discipline:** Notice how the staff handles problems in behavior. What do they do about a lonely or crying child, fighting children, or accidents? Does there seem to be a consistency in handling prblems? What kinds of behavior do they see as "problem behavior." Are withdrawn or extremely quiet children ignored?
5. **Consoling and Comforting:** How is the hurt or unhappy child handled? After an incident involving two or more children, are all of them handled satisfactorily, the "wrong doers" as well as the "victim"?
6. **Active Group Play:** Is running around, jumping, and "letting off steam" tolerated? Is there indoor space where this can happen when the weather is bad? Is there a full range of activities provided for both boys and girls? Are both boys and girls encouraged to be active? Do teachers recognize when children need active play, and initiate active games? Is outdoor play a part of the daily schedule?
7. **Transitions:** Transitions from one activity to another are important. Are children allowed to finish what they are doing before they are expected to go on to something else? Do they get clear cues and signals about what's coming next or what's expected of them? Are children bored and restless between activities? Are they kept waiting?

Permission for reprint from Child Care Connection, 701 Shipley Street, Wilmington, Delaware 19801; Governor's Task force on Day Care

Produced through contract with the University of Tennessee School of Social Work

Enrollment Process

Enrollment should be a planned routine. Written policies and procedures are a must for clarity and consistency. Although enrollment procedures vary, all programs include the following steps in the process.

1. Initial registration.

2. Interview with director or a representative of the director to ascertain needs and exchange mutual expectations.

3. Tour of building and programs.

4. Discussion of program, often during tour (includes policies, philosophy of education, room schedules, sample lesson plans, qualifications of teachers, meals, naps, etc.) This is followed up by giving the same information in writing.

5. Completion of required paper work e.g., formal application, policy statement, child's health record, family information interview, permission for emergency medical care, permission for field trips, photographs, etc.

6. Meeting the child's teacher, ideally with the child present; teacher meeting child, child interacting with future classmates (preferably before official first day and at a time when a snack or meal will be served).

7. Preparation for child in new room (locker labeled with the child's name; teacher and classmates informed, etc.)

Child's Orientation to the Program

Although the first-day procedure in most centers is flexible, informal and geared to the individual child, directors try to follow a consistent plan which is designed to minimize adjustment problems.

Orientation includes:

1. Introduction to teachers and time to interact with new classmates (ideally before the first official day).

2. A locker with the child's name already on it and other materials ready for use.

3. A request that the child be picked up a bit early on the first day to avoid being the last one at the center.

4. Organized procedures to help the child and the parent to separate (parent must not simply disappear). Some directors invite the parent to spend some time with the child on the first morning so that the child can explore the new environment with the security of having a parent nearby. An added value is that the parent has an opportunity to see the class in action.

5. Special attention to the child by all staff persons.

Centers that faithfully follow an adjustment plan minimize the occurrence of adjustment problems. They avoid emergency entries when possible; insure maximum communication between parents, teachers, administration, and child; and maintain a confidence that most children adjust eventually. Many directors also make it a point to call parents during the first day, and they encourage parents to communicate about what is happening at home the first few weeks.

Conclusion

The enrollment process takes a good deal of the Center Director's time. Simple enrollments involve at least four hours per child; phone inquiries often require eight to ten hours a week; and dealing with potential parents can take well over five hours every week. Peak enrollment times often demand the full-time attention of the director.

In the case of Family and Group Day Care Homes, the time required will change according to the status of your enrollment. You should still expect frequent calls about enrollment that require time.

Experience teaches directors to be clear, firm, consistent, and willing to make few exceptions in rules. Communication is a director's strongest weapon against problems. When procedures and policies are recorded explicitly in writing, confusion is minimized, expectations crystallized, and responsibilities harder to ignore. Although there is no way around the fact that the enrollment process is at best tedious and time-consuming, directors agree that it is one of their most important functions.

Source: *Recruiting and Enrolling Children*
Tips on Setting Priorities and Saving Time.
By: Save The Children Child Care Support Center
1340 Spring Street
Atlanta, GA 30309

Community Support

When you start a child care program you become part of the existing network of community resources. To be successful, you must:

- Inform the community of what you have to offer.
- Become established as an essential component of the resources benefiting the community.
- Generate a feeling of trust that you are a caring competent child care provider. After all, you are asking to be entrusted with the most valuable possessions of the community, their children.

Building a Positive Profile in the Community

To insure maximum enrollment, it is essential to maintain a positive profile in the community. A positive profile depends on positive exposure.

- Talk about your goals and plans with enthusiasm to relatives, neighbors and people you see regularly.
- Bring children in your care to visit community services and resources, i.e., post office, fire company, local businesses, mayor, hospital, telephone company.
- Participate in child-related activities so you become known to children and their parents as a pleasant competent child-oriented person.
- Attend all local meetings that deal with children's needs or community improvement.
- Develop a packet of written material about choosing quality child care, and a description of your program.
- Visit city and county officials to describe your child care program. Ask for their guidance and support. If direct contact is not possible, leave your packet of information.
- Invite community officials, leaders and general public to events at your center i.e. Open House, workshops, guest speaker presentations.
- Be a good neighbor. Word gets around!

"Word of mouth" credentials are the most powerful. Your reputation as a community member will make or break your business. It is an ongoing process.

Board of Directors

Ideal Members

- Teachers
- Medical professionals
- Church leaders
- Parents active in the community
- Chamber of Commerce staff
- Retired Child Care providers
- Business Leaders

Remember, to be considered a valuable asset to the community, people must want to be affiliated with you and trust the care of their children to you. The members of your Board of Directors or Advisory Council will give you support and generate positive public relations. What makes you look good, makes them look good. And, the children in your care will benefit from the results of so many skilled caring people working together.

What will the Board of Directors do for you?

- Establish policies
- Approve plans
- Evaluate program results
- Monitor compliance with by-laws and regulatory bodies
- Develop community support
- Provide expertise and guidance
- Facilitate use of community resources
- Provide leadership in developing financial resources
- Provide support and share responsibility in time of crisis

A Family or Group Child Care Home may choose to form a small Advisory Committee to serve the same purposes on a smaller scale.

Facility Standards
Program Space Requirements

Regulations and Standards

The local day care licensing staff should be consulted in the beginning stages of designing the space program. Contact the local day care licensing office for information regarding other governmental requirements (fire, health, zoning) and specific space requirements.

State of Tennessee Regulations

Indoor Program Area: 30 square feet (sf) of usable play space per child (hallways, office, kitchen, etc. are not included).

Outdoor Program Area: 75 sf of play space per child.

General Considerations

As you plan the child care environment, consider the following factors:

- Group size and staff ratios
- Areas for adults
- Child size areas and equipment
- Spaces for small group, large group and independent play
- Areas for quiet and active play
- Type of food service
- Square footage requirements
- Regulatory agencies

Day Care Centers
Facility Standards

A. Administration

Space requirements will vary from case to case. Determine space needs from furniture requirements.

1. Central location, accessible but private. Space for chief administrator, secretary, bookkeeper.

2. Reception: delivery and pick-up of children. Direct access to program space. Covered entry. Provide bulletin boards and display area.

B. Classrooms

The number of classrooms is determined by the number and ages of children served. Space requirements are determined by group size and student/teacher ratio, with play area of 30 sf per child.

1. **Pre-school**

    a. Provide accessible and controlled storage in room. Provide cot storage.
    b. Toilets in or contiguous to care area. (See Toilets on the next page.)
    c. Provide bulletin boards and display areas for children's art.

2. **Toddler**

    a. Diapering area: changing counter, sink, soap dispenser and trash can/diaper pail inaccessible to infants, bulletin board.
    b. Provide both accessible and controlled storage in room. Provide cot storage.
    c. Provide toilets in or contiguous to care area. (See Toilets on the next page.)
    d. Provide bulletin boards and display areas for children's art.

3. **Infant Care Rooms**
   a. Diapering Area: changing counter, sink, soap dispenser and trash can/diaper pail inaccessible to infants, bulletin board.
   b. Food Preparation: microwave, sink, refrigerator and bulletin board. Separate food preparation area from diapering area.

C. Assembly Areas

The number and size is determined by group size with play area of 20 square feet (sf) per child.

1. In addition to individual group areas, provide a large general use space (gross motor/fine motor skills) for use by all groups. (Can serve double duty for parent meetings, conferences, family functions, developmental screening, large group activities, movies, inclement weather exercise area, enrichment programs, dance, music and so forth).
2. Provide bulletin boards and display areas for children's art.

D. Toilets

1. Do not use potty chairs. Provide fixtures designed for young children or stepping stools for standard fixtures.

2. Provide direct access from rooms to play areas. Toilets, drinking fountains and sink locations should be easily accessible from both inside and outside areas.

3. Provide adequate visual supervision of toilets. Communal toilets facilitate toilet training and supervision. Privacy and separation by sex is not important during early childhood. Supervision of toilet areas can decrease physical and sexual abuse liability.

4. Number of toilets required may exceed current Plumbing Code requirements. More toilets are needed in classrooms where children are being trained. Provide toilet facilities in room, if feasible.

5. Install easily accessible clean-out valves in toilets and sinks.

6. Provide separate adult facilities for parents, teachers and visitors.

7. Mount sinks and toilet accessories at heights which correspond to human dimensions for the age served.

E. Staff

1. Work Room: Open shelving bulletin board and display area.

2. Teacher's lounge. Staff lockers, lounge furniture. (Staff meetings, training, planning, work space, parent and teacher resource library.) 15 sf per staff person for largest shift.

3. Staff and parent toilets, male and female, handicap accessible.

F. Support Spaces

Kitchen

1. Lunch and snack preparation. Institutional kitchen required if complete meal preparation occurs. Space determined by the number of meals prepared and served. Include teachers in the count. Provide warm up kitchen only, if food is catered or brought from home.

2. Central location aids access to classrooms. (Consider where children eat meals when determining kitchen location. Family style dining is preferred.)

3. Delivery dock and store room required for institutional kitchens.

Public Health

Isolation area for sick children until parents arrive, storage for first aid supplies, bulletin board, locking medical storage cabinet.

Laundry

1. Consider laundry requirements carefully. Commercial machines may be required. Water discharge may be a limiting factor in laundry placement in existing facilities (consult your Architect).

2. Provide folding area and storage area if laundry is to serve bedding or linen supplies.

3. Area: approximately 2 sf per child.

Storage

1. General supply storage area for items shared among class rooms. Provide open shelving and open floor storage. Area: approximately 2 sf per child.

2. Janitorial storage with floor sink and mop hanger.

3. Outdoor storage area for tricycles, sand toys, etc. (See Play ground section.)

G. Playground Considerations

1. Layout to promote good supervision (visual and physical).

2. Stimulate interaction among children while giving them the opportunity to play alone.

3. Provide ready access from the classroom.

4. Design play areas for each specific age group. (Example: infant-toddlers space should be smaller with carefully selected equipment that is developmentally appropriate.)

5. Provide separate areas for infants and toddlers.

6. Situate building so the playground can be divided by age group. Fence between different age groups or separate playground locations.

7. Provide outside storage. Locate storage area close to the place of use (tricycles, balls, etc.)

8. Provide ready access to water fountain and bathrooms.

9. Make water play and woodworking areas easily accessible.

10. Provide shaded areas for quiet activities, fine motor skills and relaxing.

11. Insure safe relationship between playground and vehicular traffic, segregated but visible from parents' parking area. Do not route pedestrian access from building to playground through parking areas.

12. Segregate large playground equipment.

13. Limit height of climbers to prevent serious injuries from falling.

14. Surfaces under equipment should be resilient - pea gravel, wood chips, sand, etc.

15. Provide concrete or asphalt tricycle path.

16. Provide adequate drainage. Locate retention ponds, if required, away from play areas.

17. Segregate air conditioning units away from play areas and pedestrian traffic.

18. Provide electrical outlets at building entrances.

Facility Standards

Family Day Care Homes

*See Page 18 of Standards For Family Day Care Homes, provided free of charge to you by your local Licensing Counselor.

1. There must be 2 outside exits.
2. If hazards exist, the outside play area must be fenced.
3. Diapering areas must be as close to a sink as possible, but not in the kitchen.

*Family day care homes must be inspected and approved for fire and health safety annually by the Licensing Counselor.

Group Day Care Homes

*See Page 18 of Standards For Group Day Care Homes provided free of charge to you by your local Licensing Counselor.

1. There must be 30 square feet of useable play space per child inside the facility.
2. There must be 2 outside exits, other than in the kitchen.
3. The home must not share a building used for other purposes which would be hazardous to children or limit outdoor play.
4. The outdoor play area must contain 50 square feet per child.
5. If hazards exist, the outside play area must be fenced.
6. Diapering areas must be as close to a sink as possible, but not in the kitchen.

*New or remodeled group day care homes must be approved by a state fire safety inspector and by an environmentalist prior to opening. All group day care homes must be inspected and approved annually.

Advice on Re-using Existing Space

Professional help is well advised when considering re-use of an existing facility.

Re-using existing space is often thought to be less expensive than building new. However, existing buildings often pose unforeseen problems and should be evaluated with great care. Things are often not what they seem.

Modifications to existing buildings, which are required by building codes and other regulations, can make re-use of existing space prohibitively expensive.

Historic or urban significance and other community related factors may be more important than first cost; the cost benefit of reusing existing space may not be the most significant factor.

Health and Safety Factors

A goal of every quality program will be to provide a safe healthy environment for children. This requires that programs provide the means to prevent illness and accidents, are prepared to deal with emergencies, and educate the children regarding safe, healthy practices.

As a provider of child care services, like any business person, it is your duty to make your property safe. This responsibility includes identifying and eliminating any known dangers.

Given the curiosity and exploring natures of young children, it is encumbent upon the adults who care for them to prevent hazards and also anticipate behaviors which may cause risk.

Health and Safety Guidelines

I. Health Protection/Disease Control

A. The center or home demonstrates compliance with state regulations (Department of Health).

B. Staff receives pre-employment physical exams, TB tests, and evaluation of any infection.

C. Prior to enrollment, children present a complete health evaluation (within 6 months by an approved health care provider), record or immunizations, pertinent health history, emergency contact information.

D. Center has written policy to limit attendance of sick children, and procedures which require comfort of the sick child, prevention of the well children and notification of parents.

E. Staff is alerted to special health conditions of any child, and any medical problems or accidents are recorded.

F. The facility or home is cleaned daily to disinfected bathrooms, fixtures, and remove trash. Infant equipment is washed and disinfected at least twice weekly, but any toys which are mouthed are cleaned daily. Soiled diapers are disposed of or held in closed containers away from children. The cover of the changing table is disinfected as disposed of after each diaper change.

G. Strict handwashing is enforced before feeding and after diapering or nose wiping. A sink with hot and cold running water is adjacent to diapering area.

H. Individual bedding is washed once a week, and used by the same child between washings.

I. Children wash hands before meals and after toileting. All toilet facilities are easily accessible to children with required soap and towels.

J. Children wear appropriate clothing to suit the climate and activities planned. Exposure to extreme heat or cold is limited. Extra clothes are kept on hand.

II. Building and Program Security

A. Children are under adult supervision at all times.

B. High traffic areas are controlled and observed at times of arrival and departure

C. Names of people authorized to call for children are obtained from parents and kept on file. A system exists for ensuring that children are released only to authorized people.

D. Any dark area is well lighted.

E. All new staff receive careful checking of references prior to hiring to ensure social and psychological stability.

III. Physical Safety

A. If transportation is provided, vehicles are equipped with age-appropriate restraint devices.

B. All equipment and program areas are checked daily to ensure safe use.

C. All toys in infant and toddler area are large enough to prevent swallowing.

D. Sides of infant cribs are in locked position when occupied.

E. Hot water does not exceed 110 degrees F (43 C) at outlets used by children.

F. Stairways have hand rails.

G. Screens or bars are placed on windows which open from bottom.

H. Electrical outlets are covered with protective caps.

I. Floor coverings are attached to floors, or backed with non-slip materials.

J. Non-toxic building materials are used.

K. All poisonous materials are kept in locked area away from reach of children.

L. Cushioning materials are used under climbers, slides, and swings. Large equipment is securely anchored.

IV. Emergencies

A. A plan for emergency medical care is posted and reviewed with staff frequently.

B. Fire drills are held regularly, and emergency evacuation routes are posted. Staff are trained in use of fire extinguisher. Fire extinguisher and smoke detectors are checked regularly.

C. First aid supplies are readily available and replaced when used.

D. At least one staff who has CPR and First Aid Training is at the center at all times.

E. Any suspicion of child abuse or neglect by parents, staff or others is reported immediately to appropriate authorities. Written policy should be presented to staff and reviewed several times a year.

G. A procedure to meet the needs of any child with the potential for emergency care (i.e., seizures, choking) is prepared and reviewed regularly with staff.

H. Emergency telephone numbers are posted by telephones.

I. Driveways and parking areas are supervised at times of drop-off and pick-up.

Resources: - Licensing Requirements
- NAEYC, Criteria for High Quality Early Childhood Programs with Interpretations
- Designing Space for Children

Safe-proofing Your Home for Children
(Babies - 3 years)

Goals of Safe-proofing

Long-range goal:

To teach your child caution with and proper use of dangerous objects and products.

Short-range goals:

These depend on the ability of the child at each stage of development to exercise his own precautions.

Infancy. You take the whole responsibility of keeping the child's environment safe.

Toddler and pre-school. You expect the child to begin to discriminate between what is all right for him and what is not all right.

Elementary school age. You begin to teach an understanding of why some things are more or less dangerous. Your responsibility and ability to control the environment are diminishing at this stage. The child should be beginning to exercise some of his own safeguards.

Adolescence to adulthood. Your ability to provide protection has diminished even more. Basic skills of evaluating the safety or danger of a situation reside primarily with the child, not with the parent. The adolescent who (a) has been allowed to participate in this learning process since early childhood and (b) who has not been protected from making the necessary mistakes in learning probably will not need to engage in the serious risk taking that is typical of some adolescents.

General Safety Checks

(The following is not intended to be an all-inclusive checklist, but is simply meant to stimulate your thinking as you inspect your house for possible dangers.)

Electrical wiring, outlets, and appliances

1. Replace worn, frayed cords.
2. Keep electric cords out of reach of children by running them under and behind heavy furniture.
3. Wrap extension cords with electrical tape or use extension cord safety caps to prevent unplugging and insertion into mouth.
4. Protect electrical outlets.
5. Keep bulbs in all sockets.
6. Keep electrical appliances and their cords out of reach so the child can't pull them down on himself.

Floor

1. Put screens or gates around hot floor furnaces, radiators, and fireplaces.
2. Be careful if anything small is dropped on a shag rug. Although it's hard for us to see, a crawling baby finds it easily.
3. Shorten hanging cords for Venetian blinds and drapes so they're out of a baby's reach.
4. Check from time to time to see if any carpet tacks are loose.
5. Be sure that throw rugs are skid proof.
6. Block stairs with safety gates.

Furniture

1. Pad sharp corners on furniture, stairs, and around the fireplace.
2. Be sure furniture is stable and won't tip.
3. If matches, cigarettes, or foods such as nuts, popcorn, etc., are kept on low tables, move them out of a child's reach.
4. Watch out for breakage of glass shelves or tables when babies bang things on top.
5. Check drawers of coffee tables and night stands to be sure the child can't get hold of dangerous objects or medicine.
6. Paint on furniture that might be chewed should be nontoxic.
7. Keep house plants out of reach. See information on "Poisonous Parts of Common House and Garden Plants."

Windows

1. Locks for sliding glass doors prevent opening as well as injury to fingers in closing.
2. Decals on floor-to-ceiling windows warn older children of something in front of them.
3. Make sure window screens cannot be pushed out. Adjustable window guards are a good safety precaution.
4. Avoid placing furniture under windows when children are walking and climbing.
5. Put locks on doors leading to porches, balconies, or decks.

Kitchen

1. Keep pots on the back burners and turn pot handles toward the back of the store.
2. Have a fire extinguisher on hand.
3. Store plastic bags and cleaning aids in high cabinets or in a locked closet.
4. When the child can reach the stove, a solution is to remove the knobs when they're not in use.
5. Check tablecloths. A child may be able to pull dishes off the table.

Bathroom

1. Cabinets under the sink often are used for storage of such dangerous (if swallowed) substances as shampoo, shaving cream, cologne, nail polish, suntan creams, scouring powder, hair clips, etc. The under-sink cabinet can be used instead for "soft storage" of facial and toilet tissue, towels, washcloths, etc.
2. The combination of water and electricity is dangerous. Cover electrical outlets and keep electric bathroom appliances in safe place.
3. Is it safe to keep medicines in the medicine cabinet? It may be better to keep them elsewhere, especially if your cabinet can't be locked easily after each opening.
4. Use a safety mat or anti-skid devices in the tub. Never leave a child alone in the tub.
5. Bathroom door locks can be dangerous since children may lock themselves in and be unable to follow directions to get out. A lock high on the outside keeps him out while a lock high on the inside affords privacy.
6. Plastic or paper drinking cups are safer than glass.

Garage, toolshed, yard

1. These areas often have many objects within reach of a child. Some are safe while others are dangerous. Some areas should be locked or blocked off. The areas the child may be near can be cleaned of junk.
2. Areas containing gasoline, pesticides, paint, lawn mowers, and other tools should be off limits to children unless accompanied by an adult.
3. You can minimize risks by storing dangerous materials in simple bins that can be secured with a lock.
4. Block off or fence in a safe area for children to play. Spot and take care of any dangers in this part of the yard.

Poisons

Look up the local poison control center phone number and keep it posted. If the number isn't handy, the operator can connect you with the center. Contact them for information on how much of an ingested poison is lethal, symptoms, first aid, and what to do at the hospital.

Some general guidelines

1. Never underestimate what a child can reach by climbing.
2. Consider any substance that can be swallowed as potentially dangerous and any external medicine poisonous in an overdose.
3. Keep a bottle of Syrup of Ipecac (to induce vomiting) and the "Universal Antidote" (a mixture of tannic acid, activated charcoal, and magnesium oxide to help neutralize any poison) in your first aid kit. Both are available without prescription from your pharmacist.

4. Place the telephone numbers of your doctor, the poison control center, and the closest hospital on an emergency phone list.
5. Keep all medicines and common household poisons in locked cabinets or cupboards.
6. Medications kept in women's purses are a frequent source of accidental poisoning. The possibility of a visitor carrying such medication should not be overlooked.
7. An especially dangerous time for accidental poisoning is when someone in the family is ill. Medicines are most likely to be left out of their usually safe place during that time and your child may try to imitate the sick person by eating the medication.
8. Before using any medicine, be sure you read the label carefully.

Source: *PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers* by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison & Melinda S. Graham

Safety Equipment
(Babies - 3 years)

Device	Age	Purpose	Comments
Night Light	From birth	For your own safety during night feedings, etc.	
Safetyplate	From beginning of mobility	Prevents objects from being inserted in outlets	
Shock Guards	From beginning of mobility	Restricts access of child to plugs	Allows plugs to stay in outlet and restricts access to plug and outlet. Plugs are removable by adults by sliding the guard up, removing plug, and replacing the guard.
Plug Ups	From beginning of mobility	Prevents objects from being inserted in outlets	Good for outlets that are very seldom used. This device is difficult to remove even for adults. Not convenient if you use the outlet frequently.
Safety Latch	From beginning of mobility	Prevents cabinet doors and drawers from opening more than 1-2 inches	Child can still reach inside. Difficult to install. Adults open door/ drawer by depressing the hook to clear the stopper.
Grip Lock	From beginning of mobility	To keep child out of cabinets and drawers	Expensive and inconconvenient for adults.

Device	Age	Purpose	Comments
Drawer Stops	When able to pull drawers	Prevents drawer from being pulled out and falling on child	Does not prevent drawer from opening. Can be turned flush with top of drawer to allow removal of drawer from chest.
Safety Lock	When able to climb	Prevents child from opening cabinet	May not fit all medicine cabinets
E-Z Lock	When able to manipulate doorknob	For any door you don't want the baby to open	Installs inside any door and prevents child from opening doors leading outside
Safety Knobs knob	When able to maniuulate doorknob	Slips over doorknob and prevents child from turning the knob	Adults or older children can apply pressure in order to turn knob and open the door.
Window Safety Lock	When able to pull up and climb	Prevents child from opening window	Can be installed without tools on all modern aluminum windows. Prevents windows from being opened all the way.
Door Safety Lock	When able to crawl	Prevents child from opening and crawling through patio doors	When installed, door may be locked or closed in any way
Corner Guards	When able to pull up and crawl	Protects child from sharp corner on low furniture	Self-stick rubber guards fit over corners that child may run into
Kart Belt	When able to sit up in shopping cart	Limits child's move-ments in a shopping cart	The belt is easy to carry in a purse or pocket
Zip-A-Babe	When able to sit	Holds child securely in a highchair or stroller	This device is useful if your stroller or buggy has no straps to prevent child from falling forward or standing up. It also prevents the child from trying to stand up in the highchair or from slipping on the seat. Non-skid strips also prevent slipping.

Safety Gates

Portable pressure gates are adjustable up to four feet and are locked within a door frame by a pressure bar. They will give way if pushed hard enough. If overextended, a child's head can get through the openings. Portable pressure mesh gates have smaller openings that prevent a child's hands or head from going through. Since the portables are available in a variety of width sizes, you may want to consider buying a gate wider than necessary for your doorway to keep a maximum of pressure. Probably the most secure is the permanent type of folding gate that is attached by screw and hinge to one side of a door frame. They are available in sizes from 3 to 12 feet. Only the permanent type should be used for areas such as stairways where you need continual security.

General Comments

. Cardboard, wooden, and plastic wedges often do as well as purchased gadgets to keep drawers, doors, cabinets, etc., closed. Several strong, thick rubber bands around cabinet knobs do a good job of keeping the doors closed.
. It's better to store dangerous products completely out of reach of a young child than to leave them within reach and try to devise a safety device.
. Any safety device will eventually become an opportunity for problem solving by a child. Be sure to update your devices to match the child's ability when he is older.

PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers by A. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham.

Serving Children With Special Needs

All children have special needs at one time or another. All children have areas of strength and areas of weakness needing improvement and development.

Children with special needs place special demands on a program and the staff. The decision to service these children depends on the answers to two basic questions:

1. Are you able to provide a safe environment which will enhance their development?

2. Is there another program or service which would be more effective in meeting the special needs of this child?

The following form is suggested as a decision making tool to evaluate the potential of your program to service children with different specific needs.

Next, the advantages of serving a handicapped child to the child, the staff are presented.

***Staff Benefits**

- Increased knowledge of handicaps and special techniques
- Increased confidence in caregiving skills
- Increased awareness of individual needs and ability to meet them
- Special attachments
- Appreciation for what one has
- Growth in compassion, patience, insight
- Joy in watching these children develop
- Realization that these children are more like other children than different
- Personal satisfaction
- Appreciation of good health and normal development
- Learning that special needs children can be happy
- New management techniques which are often beneficial for all children
- Flexibility

*According to caregivers in Tennessee who are mainstreaming special needs children.

DHS 4-88

Serving Special Needs Children
How Do Your Children Gain From Being With Special Needs Children?

- Learning about handicaps
- Growing in acceptance of differences
- Losing fear of being different
- Developing very special friendships
- Learning to be:

Considerate

Tolerant

Helpful

Protective (when needed)

Responsible

Understanding

Sensitive

Accepting

*According to caregivers in Tennessee who are mainstreaming special needs children.

DHS 4-88

Planning for Handicapped Individual

Handicapping Condition	Individual Needs	Impact on Program	Feasibility	Safety Level for Child	Decision Yes	Decision No

Regulations for Providing Services to Handicapped Children

Section 504

According to the Rehabilitation Act of 1973, a handicapped person may not be denied a service solely on the basis of their handicap. Any child care service provider who receives federal monies (i.e. Child Care Food Program, Social Service Block Grant) must make a reasonable effort to service a handicapped child who is in need of child care; however, service is not expected if it will cause "undue hardship" on the program.

When Children are Sexually Abused

Some of the signs you can be aware of include:

1. Sudden reluctance to go somewhere or be with someone.
2. Inappropriate displays of affection or explicit sexual acts.
3. Sudden use of sexual terms or new names for body parts.
4. Uncomfortableness or rejection of typical family affections.
5. Sleep problems, including insomnia, nightmares, refusal to sleep alone, or sudden changes in habits such as insisting on having the light left on.
6. Regressive behaviors, including thumb-sucking, bed-wetting, infantile be haviors, or other signs of dependency.

When children report sexual abuse, they should immediately be told that:

1. You believe them and you're glad they told.
2. They didn't do anything wrong.
3. The perpetrator shouldn't have done what he or she did.
4. You will do your best to see that they are not alone with that person again until the problem is resolved.

The degree of impact sexual abuse has on a child is determined by several factors.

1. The type and severity of the abuse.
2. The relationship of the perpetrator to the child.
3. How long the abuse continued.
4. The reaction of the people the child tells.
5. Support available to the child to fully recover.

*Source: Kaizer, S.K. *The Safe Child Book.* New York: Dell, 1985

Written Program Structure

When you organize your program on paper, the day to day management will go more smoothly with fewer unexpected problems. The children, parents and staff will have clear information on what is provided, what is expected, and the reasons for doing things this way.

The following pages will provide suggestions and samples for developing written structure. It may seem like a lot of work at first, but the time you save in the long run is much greater.

Planning the Daily Schedule

A consistent daily schedule gives children security and reduces behavior problems. Don't be afraid, though, to change the schedule occasionally to take advantage of special events.

1. Plan times for snack, meals and rest first. Bathroom should be as needed.
2. Alternate periods of active and quiet play.
3. Alternate teacher-directed activities with child-chosen activities.
4. Plan for at least one hour, morning and afternoon, for outside play every day. Some indoor activities can be taken outside.
5. Plan a short period (around 15 - 20 minutes) when the whole group comes together for teacher-directed activities, such as books, games, music, et.
6. Plan a free play time in interest centers of 45 - 60 minutes. This should follow the large group time so that children can be told what is available in the centers and to be directed to centers, if needed.
7. Plan for transitions between activities.
8. In shared space plan noisy activities so that the groups will not be disrupted. Example, one group could be outside when another has music.
9. Plan special quiet activities at the end of the day when children are tired. Special books, puppets, water and sand are some ideas for relaxing tired children.

Curriculum/Daily Activities

A curriculum is a basic body of knowledge which is planned for the learning experiences of all the children served. It must address all areas of learning, cognitive, language (receptive and expressive), fine motor, gross motor and social-emotional skills. Also, each skill area must provide sequential learning from the lowest developmental level up through the potential of the highest developmental skill level of the children in your program.

There are many commercially prepared curriculum kits available with a very varied range of cost. If you are just starting out, you will find that a prepared curriculum will give you a firm base to form your program. As your experience grows, you will create your own additions, or borrow ideas from other providers.

It is suggested that a "tickler file" be set up for each month of the year. Keep samples of work done e.g., art projects, seasonal songs and finger plays, letters or notices about special events, games played, recipes for cooking projects, sample worksheets, etc. This file will be the basis of your personal curriculum.

Many ideas and sample materials can be obtained by attending a major early childhood conference, i.e., Tennessee Association for Young Children. Sign up for mailing lists to receive catalogues from all major early childhood materials companies. Just browsing through these books will generate many ideas on which to build your curriculum ,and materials inventory.

Ideas can also be obtained and shared by visiting other programs. One of the joys of working with young children is the generous nature of other professionals in the field.

Be sure to provide workshops for parents on your curriculum, so that they understand the learning experience you provide their child.

An established curriculum will provide you with an interesting variety of daily activities. Without the structure most people would tend to work "off the top of their head" and probably repeat the same basic ideas over and over again.

This core curriculum will also provide a consistent basis on which other staff members can plan their daily activities.

The following pages provide sample formats you may wish to consider. Choose the one which best fits your style of planning.

Weekly Lesson or Activity Plan

Format - A plan book may be purchased for $3 - $4, or you may design your own form to be kept in a file or binder.

Content - Write in just enough information to name an activity, the materials required, and special needs. This will help you to plan for preparation needs, or guide a substitute if you are absent unexpectedly.

Example:

	Mon	Tue	Wed	Thurs	Fri
8:00 8:30	puzzles, peg boards table games				
8:30- 9:30	outside games & equipment				
9:30- 9:45	snack				
9:45 - 10:00	TV or video	Sesame Street	video cartoons	Sesame Street	
10:00 - 10:30	finger plays & songs				
11:30 - 2:30	lunch & nap				
2:30 - 3:00	TV & snack				
3:00 - 4:30	outside play				

Sample Lesson Plan for One Week - Theme Approach
Unit: Dairy Farm

I. **Large Group**
   1. Book: "Dairy Farm"
   2. Flannel Board Activity: Count cows, placing correct numeral beside each group (1-4)
   3. Game: Sing and Pantomine Mulberry Bush, substituting "This is the way we feed the cows, etc."

II. **Housekeeping Center**
   1. Add farmer's straw hat and overalls to dress-up clothes.

III. **Block Center**
   1. Add cows to accessories.
   2. Suggest building a barn for the cows.

IV. **Art Center**
   1. Use pastel chalk dipped in buttermilk on manila paper.

V. **Language Center**
   1. Put out farm animals to use on the flannel board.
   2. Add cows and farmer sack puppets to use with puppet stage.
   3. Put pictures of dairy farm on the wall at child level.

VI. **Cooking Center**
   1. Make butter by shaking cream in a jar to spread on crackers for morning snack.

VII. **Table Games Center**
   1. Add farm animals puzzle.
   2. Suggest building pens with Lincoln Logs for wooden farm animals.

VIII. **Extra Materials Needed**
   1. cream
   2. jar with lid
   3. crackers
   4. overalls
   5. buttermilk

Some Ideas for Units

Fire Safety
Nutrition
Traffic Safety
Growing Plants
Farm Animals
Wild Animals
Community Helpers
Grocery Store
Water
Air
Circus
Fall
Winter
Spring
Summer
Halloween
Thanksgiving
Christmas
Valentine's Day
St. Patrick's Day
Easter
Arbor Day
Mother's Day
Father's Day
Flag Day
July 4th
Hanukkah

Colors
Teddy Bear Tea Party
Pets
Snow
Black History Week
Parades
Kits
Ice Cream
Gingerbread
Harvest
Groundhog Day
May Day
Car Wash
Puppet Show
Vegetables
Fruits
Shapes
Tools
Transportation
Families
Homes
All About Me
Dirt
Hospital
Beauty/Barber Shop
Restaurant

Units can be designed around any good children's book, TV program or movie.

A Sample Schedule For Toddlers

Time	Activities	Caregivers Notes
6:45-7:30 A.M.	Arrival time	
7:30-8:00	Free Play 1. Home Living Center 2. Gross Motor Center 3. Manipulative materials (Time for observation and intervention--working on individual needs)	
8:00-8:10	Clean-up for breakfast	
8:10-8:30	Breakfast	
8:30-8:45	Wash hands, brush teeth (when appropriate) toileting, diaper changing.	
8:45-9:45	Outdoors play on playground (swings, sand play, slide. playhouse boat, tricycles, etc.)	
9:45-10:00	1. Toileting, diaper changes 2. Wash hands	
10:00-10:45	Together time: stories songs fingerplays, action games, flannelboard activities, etc.	
10:15-11:00	Choice Time: art activities, manipulative, home living, etc.	
11:00-11:15	Toileting, hand washing	
11:15-12:00	Lunch	

12:00-12:15	Toileting, Washing hands, Teeth brushing
12:15-2:30	Naptime (Teacher recording and planning time.)
2:30-2:45	Toileting, Washing hands, Dressing
2:45-3:00	Snack Time
3:00-4:00	Indoor or outdoor free play
4:00-4:15	Toileting
4:15-4:30	Stories or songs
4:30-5:45	Indoor and/or outdoor free-play activities--Pick-up Time

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A Sample Schedule for 3-4 Year Olds

This is a general schedule for each day. It provides a standard routine which sets expectations of program for staff and provides security expected for the children. One should be posted for each group of children in the program. This assists observers, visitors and parents to understand the structure of the day.

Time	Activities	Caregiver's Notes
6:30-7:30 AM	Children arrive	
7:30-8:00	Breakfast	
8:00-8:30	Quiet individual activities	
8:30-9:30	Outside play	
9:30-9:45	Morning snack	
9:45-10:00	Watch "Sesame Street"	
10:00-10:30	Circle time	
10:30-11:00	Arts and crafts or table work	
11:00-11:30	Music and songs	
11:30-12:15	Lunch time	
12:15-12:30	Bathroom	
12:30-1:00	Story time	
1:00-2:30	Nap/Quiet time	
2:30-3:00	"Sesame Street" - Snack time	
3:00-4:30	Outside Play/Gross motor activities	
4:30-5:00	Dismissed	

Types of activities and length of time must be changed to meet needs, interests and attention span of younger or older groups.

The Daily Routine is intended as a general guide for program, with the need to be flexible to adapt for the unexpected happenings or special events.

Equipment for Infants and Toddlers

The following list of equipment is intended as a guide. It is not necessary to have each toy. There will be other toys you may want which are not listed. Toys need not be expensive. Many creative toys can be homemade.

Furniture

Cribs	High chairs
Playpens	Car seats
Strollers	Shelves for toys
Infant seats	Individual containers for each child's things

Toys for Active Play

Rocking horse
Wagon
Small tricycles with and without pedals
Walkers
Push and pull toys
Cardboard boxes of various sizes for pushing, pulling, playhouse, hiding, etc.
Wading pool or other container for water play with objects to fill and empty, to float or sink, equipment for making bubbles
Swings with safety seat or tire swing, infant swing
Sand box and objects for digging, pouring, filling, and sifting
Something to climb (could be a stack of tires or small boxes or a bean bag chair)
Large balls
A mattress for tumbling

Quiet Toys

Simple puzzles
Blocks
Texture ball
Nesting boxes, cars, rings, etc.
Dress-me dolls
Cars, trucks, trains, etc.
Large beads or spools to string
Household items, such as pots and pans with lids, coffee cans with plastic lids, clothespins, laundry to sort, socks to match, cans to stack, etc.

Crib Toys
Crib mobiles
Washable teething beads or rings
Rattle toys
Squeeze toys
Soft, cuddly toys
Cradle gym
Busy boxes

Make Believe Play
Rag dolls
Washable baby dolls
Dress-up clothes
Play stove (may be made from a box)
Toy dishes, pans, brooms, etc.
Puppets
Old sheet or bedspread for making a tent
Empty cardboard boxes, empty food containers

Equipment for Older Preschool Children

The following list of equipment is intended as a guide. It is not necessary to have each toy. There will be other toys you may want which are not listed. Many creative toys can be home-made.

Furniture
Child-sized tables and chairs
Shelves for toys (may be boards and blocks, etc.)
Individual boxes for each child's own things
Cots or foam mats

Toys for Active Play
Sand box with objects for digging, filling, sifting, and pouring
Something to climb (homemade wooden boxes, boards, and ladders are cheaper and more creative than the usual swing set-climber.)
Tricycles
Wagons and wheelbarrows
Tire swings or swings with safety seats
Balls of several sizes
Wading pool or wash tub, hose, buckets for water play
Miscellaneous materials such as tires, ropes, garden tools, hoops, and cardboard boxes

Toys for Quiet Play
Puzzles
Color cones
Nested blocks
Beads or spools for stringing
Peg boards and pegs
Matching games, such as lotto, picture dominoes and other simple homemade games

Make Believe Play
A set of wooden unit blocks (may be homemade and added to from time to time)
Other block play toys, such as small people and animals
Transportation toys, such as cars, trucks, boats, etc.
Dolls, doll clothes with a box for storage of clothes
Doll buggy or stroller
Doll bed or cradle with bedding (may be a box large enough for child to get into)
Dress-up clothes, old jewelry, baby bottles, combs, brushes, rollers, etc.
Play stove with dishes, pans and empty food containers
Puppets
Old sheet or bedspread for making a tent
Empty cardboard boxes

Indoor Water Play

Dishpan
Sponges
Bubble mixture and bubble pipes
Funnels
Strainers
Egg Beaters
Small boats and other floating toys
Old shower curtain or plastic drop for the floor

Nature Materials

Collections of rocks, leaves, seeds, nests, etc.
Growing plants
Aquarium
Terrarium

Books, Music, and Arts

A variety of appropriate children's books, in good condition, and placed where they are always available to the children is most important. To provide music experiences for children, a record player and collection of children's records, as well as any good music that is enjoyed by adults, are needed. Children should also have rhythm instruments which can be homemade.

Suggested art materials are: large pencils and crayons, felt tip markers, a variety of papers, chalk, blunt end scissors, paste, glue, play dough, a collection of scrap materials for gluing, pieces of wood for gluing or hammering, powdered tempera paint, long-handled brushes 1/2" to 1" wide, and homemade fingerpaint.

Equipment for School-Age Children

The following list of equipment is intended as a guide. It is not necessary to have every toy, but it is recommended that materials from every category be provided. There may be other toys your children would enjoy which are not included in this listing. Many creative toys can be homemade from low cost materials.

Storage

When both school-age and pre-school children are in the home, it is important that school-ages have a separate place for storing their materials and craft projects. Large cardboard boxes, plastic dishpans or a special bookshelf would serve this purpose.

Art Supplies
All kinds of paper
Scissors
Glue and paste
Crayons, pencils, chalk, felt tip markers
Tempera paint (powdered water-based paint)
Clay
Old magazines

Dramatic Play Props
Old make-up, jewelry, combs, rollers
Dress-up clothes for boys, as well as girls
Dolls and doll clothes
Cardboard boxes
Old sheet or bedspread for tents, hide-outs
Old Halloween costumes and masks

Toys for Quiet Times
Construction toys
Puzzles
Blocks
Small cars and trucks
Books and magazines appropriate for age levels
Board games and playing cards

Music
Record player and records *or*
Cassette player and tapes
Radio

Equipment for Active Play
Balls (football, kick ball, baseball, basketball)
Bats
Jump ropes
Tether ball
Bicycles and Skates
Croquet
Badminton

Real Tools for Real Work

Real tools for real work need to be made available for both boys and girls in all the areas listed below.

Cooking
Access to kitchen stove and small appliances
Spoons, egg beaters
Measuring cups and spoons
Bowls and pans

Yard Work
Rake, shovel, hoe
Clippers
Wheelbarrow

Building
Scrap wood
Hand saws
Hammers and nails
Screw driver, screws, nuts
Paint

Sewing and Handwork
Access to sewing machine
Scrap fabric for sewing; burlap for embroidery
Needles, pins, thread, tape measure, scissors, yarn, knitting and crochet needles

Interest Centers

The following is a list of Interest Centers for a preschool classroom. The first five centers should always be a part of the room. They form the basic curriculum. The other eight centers can be cycled through the room at various times to enrich the basic five.

Suggested Play Materials and Equipment for Interest Centers

1. **Housekeeping/Dramatic Play:**

play stove	small table and chairs
play refrigerator	table cloth
play sink	doll carriage
doll bed	dolls and clothes
doll high chair	dishes
pots and pans	dress-up clothes (for boys, too!)
empty food containers	old jewelry

2. **Blocks:**

shelf for storage	transportation toys
rug with low pile	wooden or vinyl animals
unit blocks	wooden or vinyl people
large hollow blocks	boards

3. **Art:**

easel	glue	dough
shelves for storage	paste	liquid starch
tables and chairs	tempera paint	collage materials
all kinds of paper	wide brushes	styrofoam
crayons	scissors	small pieces of wood

4. **Books/Language:**

book shelf	child-sized rocker	magazines
rug or pillow		flannel board and cutouts
puppets and stage		screen for privacy
cassette player with recorded stories		magnetic board

5. **Table Games:**

table and chairs
puzzles
lotto and other table games
pegs and peg boards
beads or spools for stringing
table blocks
counting cubes
legos
parquetry blocks
lacing cards

6. **Water:**

water table
wash tub
dishpan
pitcher
food coloring
plastic containers
plastic for floor
plastic aprons for children
funnel
mop
detergent
egg beater

7. **Sand:**

sand table or
indoor sand box
plastic and metal containers
funnel
pan
sifter
spoons
small cars, trucks
wooden or vinyl people

8. **Carpentry:**

work bench
vise
scraps of soft wood
nails
hammers (real)
saw (real)
glue

9. **Holidays:**

art materials appropriate to holiday
cooking utensils and ingredients appropriate to holiday
teacher-made holiday games and activities

10. **Cooking:**

table
small appliances
real cooking tools
clean-up supplies
ingredients for food to be prepared
chart paper for recipes

11. **Science**

table	window shelf	storage shelves
aquarium	animals and cages	flower pots
rocks	leaves	nests
terrarium	animal food	potting soil
plants	magnets	nuts
magnifying glass	shells	seeds

12. **Store:**

table	play money
cash register	empty food containers
shopping cart (could be doll carriage)	toy telephones
empty grocery bags	signs

Keep Your Child's Age in Mind When Choosing Toys

Nearly all children have these qualities in common: curiosity, impulsiveness, and impatience.

Unfortunately, these are the very qualities that lead children into trouble, often dangerous trouble. It's an ironical fact that accidents, not diseases, pose the greatest threat to your child's health.

Every year, some 26 million children in this country ages sixteen and under are injured accidentally.

During a recent year, nearly 11,000 children under 15 years of age were fatally injured.

The accident rate has increased to the point where one child in two is injured severely enough to require medical attention or to have his activities restricted for one or more days.

Obviously, these facts put a heavy responsibility on parents. Children cannot, of course be expected to exercise mature judgment as to what is safe, what is dangerous.

Toys can be dangerous if they are not related to the age level of your child. For example, a toy that has many small removable parts is fascinating to the six-year-old and to his baby sister too, but that little creeper would very likely swallow so small an object. And there are tools that can be handled skillfully by the 12-year-old that might cause injury to his younger brother. The chart at the bottom of the page lists both dangerous and safe toys for children of different ages.

Age Group	Dangerous Toys	Safe Toys
Up to 2 years	Objects small enough to swallow Flammable objects Toys with removable parts Those with poisonous paint Stuffed animals with glass eyes	Sturdy rattles Brightly colored beads on strong cord Stuffed animals Large, soft balls Blocks with rounded corners
1 to 3 years	Objects with sharp edges Objects with small removable parts, poisonous paint Marbles, beads, coins Flammable toys	Large peg boards Wooden animals Large crayons Rocking horse Sturdy cars and wagons

Age Group	Dangerous Toys	Safe Toys
3 to 6 years	Sharp or cutting toys Highly flammable costumes, unless treated Electrical toys Shooting games that endanger eyes Poisonous painting sets Ill balanced tricycles or wagons	Nonelectrical trains Building blocks Dolls and doll equipment Blackboard and dustless chalk Modeling clay Simple construction sets Paints and paint book Small sports equipment
6 to 13 years	Nonapproved electrical toys. See that all electrical toys bear the UL (Underwriters Laboratory) seal. Sharp edged tools Shooting toys; air rifles in particular Conductible kites	Carpenter bench, lightweight tools for younger children Construction sets Approved electrical toys under supervision Hobby materials Well-constructed sports equipment

Source: UTM - Department of Home Economics CDFR 2110 and CDFR 3210
Dr. Martha Herndon

Licensing Recommendations

The Licensure Requirements for child care centers provides clear basic recommendations for equipment and materials for infants and toddlers, older preschool children and school age children.

Carefully review the lists which pertain to the types of children you plan to service. While planning your budget and purchasing list, it is important to keep in mind that you will need a variety to address the different skill levels of each age group.

Some licensing counselors have stated that they look for a basic number of seven varied materials/toys per child enrolled.

Behavior Management

The ability to understand and manage the behavior of young children can make or break the child care provider. When children are cooperative and enthusiastic participants, the day is productive and successful for all concerned. When children are uncooperative, or hesitant about participating in activities, the day is a drag for all concerned.

Merely establishing rules and disciplinary consequences will not ensure cooperative behavior. The following are tips to keep in mind:

- Involve your children in establishing group and center behavioral expectations.

- State these expectations in the positive not negative. Ex. "All children will respect the property of others."

- Set the precedence of rewarding acceptable behavior, rather than looking for mis takes being made. Catch them doing something right. This gives the other children the message that they are most likely to get attention by cooperating and helping others.

- Provide places and opportunities for children to withdraw and get themselves together if they begin to lose control.

- Anticipate children who may lose control, and give them a private opportunity to gain back their control. It takes much longer for a child to regain control if he has totally lost it.

- Remove any child from the group who becomes out of control, extremely aggressive, or displays blatant unacceptable behavior. If you deal with him or her in front of the group, you have provided the total attention desired. Dealing with it privately eliminates the group attention factor.

- General problems may be addressed in a group meeting. Ex: Teacher says: "There are only 4 tricycles in the playground. What can we do to be sure everybody gets a turn if they want one?" Teacher leads group to write rules for use of tricycles.

- Remember that the adult models the behaviors expected for the children. If you raise your voice, they will. If you are judgmental and accusatory, they will be. If you praise good efforts and good deeds, they will. If you approach problems by looking for alter native opportunities, they will.

- If you feel yourself losing control, back off until you can present your desired image.

- Behavior management is an ongoing need. It is the nature of growing/developing children to test limits and how much significant adults care about them. A calm consistent non-judgmental response provides a secure predictable environment. A sense of security eliminates the need to test adults.

- The following pages provide specific guidelines for setting limits for children 7 - 14 months, 15 - 24 months, and 2 - 3 years old. This is the most important time in a child's life to learn about accepting limits and developing the self control which allows the child to function as a social human being.

Setting Limits: Ages 7 - 14 Months

1. It is impossible to work from a distance with an older baby. Parents should remove their child from an unacceptable area or put the forbidden object away.

2. When parents say "no," they should say it firmly. Sometimes parents say "no" so gently that the child cannot distinguish it from ordinary conversation. If desired, a simple reason for the "no" can be given-"That's hot," or "That's sharp."

3. Parents can try to redirect their baby's attention when they want her to stop doing something. Showing her something fun to do in another part of the room or the house may help.

4. If a baby is so fascinated that he seems compelled to return over and over to a forbidden object, parents should try to figure out what is so appealing about it. If possible, the baby should be offered a safe alternative or substitute. (For example, if he crawls into the fireplace, he could be given a big box to crawl into. If he pulls hair or pokes at eyes, a doll that has hair or eyes that open and close could be offered, and the child could be told, "You can't pull Mommy's hair but you can pull dolly's." This allows a child the opportunity to satisfy the urge to explore in a way that is acceptable for both of you.)

5. Isolation can be used. Before a parent becomes truly angry with her child, she should try putting him in the crib or playpen for a few minutes, telling him that this behavior is not to continue. This is a very clear message to the child that what he did is not acceptable. It also provides a "cooling off" period for parent and child.

6. Using physical punishment (slapping hands, spanking, and so on) is a very individual decision. There are many pros and cons that can be cited, so parents need to understand how they themselves feel about it. If it makes a parent feel uncomfortable or guilty, it is probably not a good idea to use it.

7. Sometimes a change in environment or schedule decreases the need for limit setting.

Consistency in Setting Limits

1. Being consistent in imposing limits will help a child because it diminishes the need for her to check and recheck them quite so often.

2. It is hard to be consistent. Initially, parents should try saying "no" to only those few things that are so important to them that they will follow through on them, no matter what kind of day they've had.

3. It helps to keep valuable and breakable objects out of the child's reach, or perhaps put away for a time. This makes everyone more relaxed, and lessens the chance of someone's being upset if a treasured item is broken or damaged.

4. If possible, furniture that can cause problems, such as chairs that tip easily or sharp cornered tables, should be removed. Babies will pull themselves up to stand using anything they can reach.

5. It helps if parents can decide between them what limits they should set. This allows no room for indecision and the baby will benefit from observing a "united front."

6. Even though partners may have agreed on what limits to set, they may find differences in the way they communicate these limits to their child. But having different styles is not being inconsistent. A child needs to learn that people are different. For example, mother may be more patient and father may be louder in voicing his disapproval or vice-versa.

Baby's Inconsistent Reactions and Limit-testing Behavior

1. Parents can expect a variety of reactions from their baby when they tell him "no"- he may scream with anger and frustration, sob as though he is broken-hearted, smile, or even laugh aloud. A child is starting out with no information about why his parent is acting the way she is. A "no" may startle him because it seems "out of character" for the parent. Whether he laughs or cries depends a lot on his individual temperament.

2. When a baby tests limits, she is trying to find out what the rules are. Usually, she does not do it to tease or annoy in the beginning. If, however, she seems to be making a game out of the situation, she may be using her limit testing as an attention-getting device. This is more often true of toddlers than babies under a year old.

3. Babies are often bewildered by the introduction of limits into their worlds. Each situation seems different to them and they test over and over again to try to sort out what is expected of them. Repetition is the tool for parents to use and patience is a necessity.

4. For the time being, parents are setting limits on activities and objects, not on behavior. A baby cannot control his feelings or his drives toward development but parents can control his environment and what he has access to.

Child-proofing and Safety

1. Everything interests older babies, and parents need to be continually alert to their child's safety. Many babies of this age use their mouth as the primary tool of exploration.

2. Babies in the second half of the first year have no sense of danger or caution. Parents should make their homes as safe as possible.

3. Parents should try to anticipate their child's development and keep one step ahead of him in child-proofing.

4. Parents need to be particularly aware of how quickly their child can endanger herself. Babies should not be left unattended, especially in the kitchen or the bathroom.

Source: *Parentmaking: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers*, by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham.

Setting Limits: Ages 15 - 24 Months

1. Many toddlers will continually test the limits to be sure they do not change.

2. A toddler cannot be expected to visibly like limits, but he can be expected to obey the most important ones.

3. He can understand the feelings you are radiating. Your face and body probably tell him more than your words.

4. By one-and-a-half, the toddler can understand you when you use plain and straightforward language, especially if the words are associated with an object.

5. The toddler does not respond well to lengthy verbal dissertations on why he cannot do something. Long, involved explanations are very confusing for him.

6. Your toddler may have difficulty making choices. He can become frustrated if you frequently ask him to choose. He can also become difficult when given a choice if it is not really a choice, for example, "Do you want lunch now?" "Do you want to come now?" He can, however, make a specific choice, for example, "Do you want a pear or an apple?"

7. Usually toddlers are easy to distract. They are distracted by themselves and by others.

Techniques

1. Use substitutions and distractions in an immediate way. Tell your toddler what he can do, not what he can't. For example, "You can climb on your slide," not "You can't climb on that table."

2. Give advance notice; talk to your child as you are about to change what he is doing. For example, "Good-bye park...see you later!"

3. Motivate your toddler toward the next activity; don't take "no" too seriously if it's the automatic kind. Think of something appealing about what's ahead - "Let's go get your dog in the car" rather than "It is time to go home."

4. Do not "overtalk" your child. Be specific, be immediate, and give clear and consistent directions. It is fine to sympathize with your child's feelings, but do not be afraid to physically move your child.

5. Give your toddler dramatic praise when he is following the limits you have established. Be specific.

6. Toddlers like to do things for themselves, such as getting in the car seat or pushing open a door. Let them when they are ready.

7. Children learn a little at a time. The toddler forgets easily - much repetition is needed. Encourage and reward his progress.

8. Toddlers must have things to do, places to go, and times and places in which to make a racket. Sometimes a toddler needs you to go at his pace.

9. Be aware of your own feelings; often inner tenseness gets in the way of discipline. Be friendly, not angry, in your firmness. (Keep your feelings under control - you'll have a child who is more under control.)

Source: *Parentmaking: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers*, by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham.

Setting Limits: Age 2-3 Years

Techniques

It's hard to know the right way to motivate a two-year-old's cooperation. A number of techniques to try are:

1. Slow down to make sure your child has some time to go at his own pace and get your undivided, relaxed attention - it's easy to be too busy. Sometimes if you do something too fast, it helps to undo it and let your child redo it, especially if you had promised this to him and then forgot.

2. Give a warning or advance notice just before you try to change a child's activity. Mention the appealing element of what's ahead, for example, "Let's go pick out a book to read" rather than "Let's get ready for bed."

3. Don't ask a question if he's likely to say "no" and don't take "no" too seriously if it's the automatic kind.

4. Use face-saving techniques including distraction, substitution (Can't do this but can do this), and giving your child an out ("You can walk or I'll carry you"). Sympathize but bear in mind that children can't always have their own way; you're important.

5. When children refuse to do things suddenly, try to figure out why, offer some help, and then have them do what they're supposed to (for example, when a child wants to cross the street without holding your hand).

6. Explain the reasons for what is happening but don't OVERTALK.

7. Bring in humor any way you can.

8. Be aware of your own feelings; often our inner tenseness gets in the way of our discipline. Be friendly, not angry, in your firmness. (If you keep your feelings under control, you'll have a child who is more under control).

Play Guidelines - Age 7 to 14 Months

Exploring. Young children need a chance to do a lot of exploring. They learn the basic properties of many objects during this first year of exploration and they want to know how to use all these things during their toddler year.

Toys. Too many toys to choose from and a big jumble of toys can be very confusing for a child and decrease his attention span; too many things that are difficult to play with can be frustrating; "non-toys" are often more appealing than toys; toys should be rotated (some put away for a while) and moved to different play areas from time to time to keep things interesting. (You can borrow toys from friends and loan them some of yours.)

Learning. Help a child develop his attention span by letting him play as long as he's interested in something. Expect and encourage him to solve as many problems as he can for himself. (Some frustration is necessary for learning, so when you help, try to help only part-way sometimes and do your part slowly so the child can learn from what you're doing.) When you use his toys, don't always do everything fast and "right." Children enjoy seeing grown-ups make mistakes once in a while. Show your child some ways to use materials but, of course, he'll use materials in his own way much of the time. Use your sense of humor to help develop his.

Balance. Remember to think about your whole day--have you both had enough change of scenery for that day? Have you and your child had some balance in your day's activities--has he had time to be indoors and outdoors, time for energetic play and relaxing play (like baths), time to play by himself, with you, and near other children?

Source: *PARENTMAKING: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers* by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham.

Anger Outbursts

1. Is your child frequently overtired from insufficient rest and sleep?

2. Is he hungry at times when the outbursts occur?

3. Are naps, meals, and bedtimes on a regular or irregular schedule?

4. Does your child spend the entire day going from place to place? Does he have enough time at home?

5. Does your child spend the entire day with people? Does he have enough time alone?

6. Are the toys and activities your child pursues appropriate for his developmental level, or are they frustrating for him?

7. When he is with the family members, is he always being told what to do?

8. Is your child frequently teased?

9. Is your child given abrupt commands?

10. Does he get what he wants from tantrums?

11. Has there been a change in how much time you are spending with your child?

12. How are you feeling about your child? What are your responses toward him?

Source: *Parentmaking: A Practical Handbook for Teaching Parent Classes About Babies and Toddlers*, by B. Annye Rothenberg, Ph.D., Sandra L. Hitchcock, Mary Lou S. Harrison, and Melinda S. Graham.

Avoiding Behavior Problems by Structuring Routines and the Environment

Routines

- Plan in large blocks of time.
- Alternate periods of active and quiet play.
- Alternate teacher-directed and child-chosen activities.
- Plan for transitions. Allow children to move as they finish an activity when possible.
- Offer choices.
- Minimize waiting for the next activity.
- Schedule flexibility, but stick to ritual before nap time.
- Allow children to use the bathroom and wash hands as needed rather than as a group, when possible.
- Move children in a line only when necessary for their safety.

The Environment

- Arrange interest centers to accommodate small groups of children.
- Place interest centers so that traffic patterns do not disrupt activities.
- Locate interest centers so that adjoining activities are compatible. (Noisy activities are together, rather than beside quiet interest centers.)
- Provide private space.
- Set up some activities that accommodate only one child at a time.
- Make use of partitions higher than child eye-level to minimize distractions, but below adult eye-level for supervision.
- Place materials not to be used by children out of reach and out of sight.
- Do not crowd the room with too much equipment.
- Arrange equipment to break up open spaces which invite running.
- Provide softness such as rugs, pillows, bean bags, rocking chairs, mattress, over-stuffed chair or couch.
- Use soft blue, green or yellow for walls and floor.
- Provide enough play materials and activities so that there are at least five for each child at any one time.

Some Guidance Principles:
Goal is Self Control

1. Avoid negative commands. Suggest what children are to do rather than what they are not to do.

2. Speak quietly and in simple terms. Avoid a stimulating voice tone. Be sure children understand what you are saying and what you want done.

3. Praise the type of behavior you wish continued.

4. Help children learn the meaning of your words by doing.

5. Allow children to learn by experience. Heal only when it is necessary to avoid failure and discouragement.

6. Be consistent about limits, recognizing that this means more security for children.

7. Do not hold children to a uniform standard of performance. Vary the amount of help given according to the situation, children's physical or mental condition, etc.

8. Avoid conflicts and forcing issues when possible. A little creativity often helps a situation go more smoothly.

9. Give children choices only when you are prepared to accept their responses.

10. Give children a choice whenever feasible. This gives children a personal interest in situations and helps to develop initiative, independence, and decision making skills.

11. Allow children plenty of time to perform and to change activities. Forcing a child to perform too quickly or to turn abruptly from one activity to another often causes confusion and conflict.

12. Gradually withdraw physical and verbal help as children progress toward independence.

Some Tips on Building the Young Child's Self-Esteem

1. Call her by her name.
2. Write her name on her work, display some of her work.
3. Display photographs of the child, her family and her home.
4. Touch her. Hold her. Rock her.
5. Record and read her experience stories.
6. Provide a beautiful, orderly, stimulating environment.
7. Provide activities that neither bore her or frustrate her, but help her to grow.
8. Praise her for trying and achieving.
9. Help her learn self-help skills.
10. Use positive forms of discipline.
11. Photograph her block creations.
12. Provide activities that reinforce her culture.
13. Welcome her parents to the classroom.
14. Be consistent.
15. Structure time so that she knows what comes next.
16. Set reasonable limits on her behavior and explain your expectations.
17. Give her some control by providing choices.
18. Visit her home, send Happy-Grams home.
19. Feature her newest accomplishment on a poster on the classroom door.
20. Listen to her.
21. Look into her eyes.
22. Let her show off her new skills for her family and others who are significant to her.
23. Provide materials for her to make a "Me Book."
24. Celebrate her birthday.
25. Provide the opportunity for her to make presents for other.
26. Allow her a turn to be the Special Child for the Day.
27. Comfort her when she needs comforting.
28. Help her find socially acceptable outlets for her feelings.
29. Make promises and follow through.
30. Be sensitive to her physical needs.
31. Provide materials for her to make a "Me" paper doll.
32. Give her responsibilities.
33. Help her learn how to get along in a group, to be a friend and to make friends.
34. Ask for and respect her opinions and ideas.
35. Accept her as she is now.
36. "Connect" with every child, every day.

Section Three

Keeping it Going Day-to-Day

This final section will provide you with tips and resources to keep your program running smoothly day-to-day and year-to-year.

The first part of Section III will address ongoing administrative needs; the second part will highlight ongoing program needs.

Administrative Functions

Establishing Written Policy

Developing written policy is the function of the Board of Directors. It is the Director's responsibility to implement the policies developed. In the absence of a Board of Directors, the Program Director develops and implements policies.

Policies should only be developed if a need is anticipated, or if they are required to meet operating standards. Some Boards choose to wait until a problem or need arises, others choose to anticipate problems, and use the policy to establish expectations and program quality.

Policy Handbooks should include:

- Staff hiring, supervision, dismissal
- Staff attendance, accrual of compensatory time
- Staff qualifications and development
- Health and security issues
- Behavior management expectations
- Parent involvement and responsibilities
- Payment of fees
    - Child attendance, sick days
    - Admission, discharge, and referral
    - Emergency situations e.g., sick children, inclement weather, intruders, accidents
- Program and routines

A policy statement should state simply and clearly what is expected to occur. Procedures usually follow which provide guidelines on how to implement the policy.

On the following page you will find an example of a policy and procedure for Payment of Fees. Established providers may be willing to share their written policies with you.

Example of a Policy Statement

Policy: The weekly fee due for the care of a child is due for payment on every Friday. Payment should be submitted to the program by the parent before the child is dismissed for the weekend.

Procedures:

- Issue this policy statement to each child's parent on or before enrollment.
- Alternate payment schedule may be considered by the program director for extenuating circumstances.
- A written warning is issued to any parent who does not submit payment on the Friday expected, which explains that their child's place may be given to an other child on the waiting list in the event that payment is late three times.
- Any other fees accrued i.e., late pick-up, are due at the same time as the care fee.
- Any parent with a concern or problem with fee payment must be referred to the Program Director immediately.
- The importance of timely fee collection to the financial management of the child care program should be addressed at the first parent meeting of the year, or in the first newsletter.
- A fee for late payment will be charged at the rate of $3 per day.
- In the event the same parent pays the weekly fee rate late 3 times, he/she will be informed that the next late payment will jeopardize their child's place at the center if another paying parent is waiting for a space.

Staff Development and Support

The first component in building a competent staff is your hiring process.

- What resources do you use to recruit? Have you contacted local colleges, employment services, principals, department of health, parents?
- Have you established a standard interview format? This makes it easier to compare your candidates consistently.
- Do you settle for the first person available, or do you interview several candidates for each position?
- Is part of your interview an observation with a group of children? Children's reactions to your candidate tells you volumes. Staff also have an opportunity to observe and evaluate the candidate's potential.

The second component in building a competent staff is the initial orientation and training.

- Do you have an established orientation?
- Do you have a written policy manual?
- Upon hiring, did you inform the person of the requirements to attend a set amount of hours of training, or course work?
- Do you use the special skills of the staff to be role models?
- Do you have a training schedule for the year?
- This is the way to make it happen. It can always be changed if a conflict arises.

The third component to develop and sustain a competent staff is to provide consistent on-going supervision and support.

- Do you spend time each day in informal observation?
- Do you have a routine set to touch base with each staff person on an individual basis? This is not the same as a fast talk while walking to your car. It provides quality attention to individual concerns, problems and planning.
- Do you have a standard staff evaluation form and use it on an annual basis?
- Are you equally approachable to all staff? Have you evaluated your own biases and tried to be objective?
- Do you invite staff feedback? An annual feedback form may provide the tool.
- Have you scheduled regular staff meetings? Many directors report that it's impossible to find the time, but staff meetings serve to organize efforts and save time in the long run. Staff meetings provide an opportunity for: training, problem solving, planning, building team spirit and morale.
- Do you have clear procedures for disciplinary action? Are you willing to implement them as needed to maintain the standards set?

Your staff are the backbone of the program. Their attitude about their job is projected to the children, parents and community. If they feel that they have opportunity to grow as a professional and are valued for their skills, they are very likely to be enthusiastic and support the efforts of the program director.

Staff Training

Staff training will meet the following needs:

1. Provide new information.
2. Review and update old information.
3. Address questions and problems with specific children and parents.
4. Provide an opportunity to build morale and a team spirit.
5 Encourage the participation of all staff involved with children to instill ownership and responsibility for the program.
6. Provide an opportunity to tap the special skills of individual staff, and meet the special weaknesses of individual staff.
7. Set the stage to develop a standard curriculum for all staff.

The following sequence of topics is suggested as a basic training program.

1. Orientation to child care.
2. Organization and Management of a Child Care Program.
3. Provider/Parent Relations.
4. Physical Development in Children.
5. Emotional-Social Development in Children.
6. Cognitive Development in Children.
7. Instructional Activities for Children and Age Appropriate Planning.
8. Health and Safety.
9. Nutrition.

Resources for Training

State Trainers For Child Care Providers
Sandra Arrington
Francis Taylor
615-741-7129
Call early in the year. Their schedule becomes full quickly.

Bank Street College of Education
610 W. 112th Street, New York NY 10025
Summer child care administration seminars.

High/Scope Educational Research Foundation
600 River Street North, Ypsilanti, MI 48198
Periodic conferences on child care advocacy and administration.

National Association for the Education of Young Children
Annual conference. Also, NAEYC's National Academy of Early Childhood Programs has an accreditation process for programs to complete based on its Criteria for High Quality Early Childhood Programs. NAEYC's Child Care Information Service is a computerized clearinghouse of resources and referral.
(800) 424-2460

Save the Children/The Child Care Support Center
1182 West Peachtree NW, Atlanta, GA 30309
Periodic conferences and workshops for day care adminstrators and family day care providers.

Wheelock College
9 Galen St., Suite 230, Watertown, MA 02172
Advanced Seminar in Day Care Administration (summers).

Others:

- **Local Day Care Licensing Counselors**
- **Public School Staff**
- **Parents with special professional expertise**

Sample Job Description

Name of Center

Job Title: Group Leader/Teacher

Qualifications:

1. Be at least 18 years old
2. High School Diploma, or its equivalent, a CDA credential, or a diploma from a state area vocational school.
3. Past high school credit, course work or experience in early childhood education.
4. A Driver's License valid in State of Tennessee.
5. A consistent positive attitude and enjoyment of young children.
6. Physical and mental health to meet the demands of the position.

Duties:

1. Plan and implement daily routine and activities for an assigned group of children.
2. Assist Program Director with any assigned tasks.
3. Ensure and monitor a safe healthy environment.
4. Participate as a team member to plan and implement projects for the total program.
5. Other duties as assigned by Program Director.

Staff List

Name	Address	Telephone	Hours Scheduled

Tips:

- Be sure to include names of 2 regular and available substitutes.
- Give this list to all staff to facilitate communication about emergencies in off hours.
- Update it each time a change occurs in staffing.
- A current staff list will help a state investigator do his job more quickly and accurately.

Work Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Time Slots					
7:00-3:00					
8:00-4:00					
9:00-5:00					
10:00-6:00					

List name of staff scheduled for each slot under each day they work. Be sure to include names of substitutes when known ahead.

Teacher Observation/Evaluation

Teacher: _____
Date: _____

	Demonstrated	Comments
I. Classroom Appearance		
Organization of materials		
Maintenance of materials		
Orientation to students		
Required charts, alerts & info		
Appropriate use of space		
Awareness of safety		
Display of student's work		
Instructional areas		
Atmosphere conducive to learning		
Neat clean room		
II. Students		
Aware of teacher expectations		
Willing participation in class		
Individual needs are addressed		
Appropriate materials available		
Individual goals addressed		
Variation in activities		
III. Teaching Skills		
Appropriate Dress		
Voice Control		
Awareness of total room		
Effective use of Assistant		
Individual student awareness		
Appropriate groupings		
Effective use of materials		
Management of groups		
Individual behavior management		
Awareness of time		
Advance preparation		
Completion of paper work		
Rapport with parents		
Participation with team		
Professional attitude		
Use of agency resources		
Participation in training		

IV. Follow-Up Meeting Date_____ Time_____

A. Goals Established: _____

_____

_____

B. Concerns expressed:

Teacher: _____

_____

Evaluator: _____

_____

Signatures:

Teacher _____

Program Director_____

Personnel Records

The following information is taken from *Day Care Administration* by Malcolm Host and Pearl Heller:

"Personnel records include all of the information that an organization acquires about each of its employees. These records are always confidential and should be protected in locked files for which a very few persons have keys. Small organizations may place these files under the direct supervision of the executive officer. Larger organizations may place them in another department where their confidential nature is understood and where access to them is carefully controlled.

It is usual to have a folder for each employee in which the following records are kept:

employment application;
references;
reports of physical examinations, physicians' reports after illness, and other records pertaining to the health of the employee;
correspondence relating to the employee;
record of employment and termination dates;
performance evaluation reports;
records of transfers, promotions, salary adjustments, and the like;
reports of conferences with the employee;
information or statements that the employee wishes to have included in his personnel file;
record of exit interview, if there was one;
record of requests for references received.

In most organizations, the payroll information for employees is treated as part of the financial records, rather than as part of the personnel records."

Day Care Administration is available from the Superintendent of Documents,
U.S. Government Printing Office, Washington, D.C. 20402.
Price: $1.25, Stock Number 1791-0161.

Children's Records

- See requirements as listed in licensing requirements for your type child care.
- Each child must have an individual file with the required forms.

Suggestions:

- Use this file to keep correspondence with the parent, samples of the child's work, notes on telephone conversations, documentation of special needs.

- Organize each file with the same order of documents, so any person receiving files can easily find each required item.

- Keep a record of any time the file is reviewed by the parent in an addition on the front or back inside cover.

- Keep the file handy during any parent conference for easy reference.

- For any item which must be updated regularly, it may be helpful to use one page on the inside with all children's names listed. Ex. Example - CCFP Eligibility Form update.

CCFP - Required Record Keeping For Child Care Centers

_____ Menus

_____ Food Production Plans

_____ Copies of all applications with current family-size and income information for children classified as eligible for free and reduced-price meals

_____ Documentation of enrollment for all children being served.

_____ Master Roster of Food Program Participants

_____ Daily records of the number of meals actually served to program adults and children

_____ Daily attendance records

_____ Verification of licensing to provide day care services to children by the proper authority

_____ Verification of tax-exempt status

_____ Documentation of Civil Rights Compliance (Either the "Justice For All" poster or DHS non-discrimination poster)

_____ Documentation that at least 25% of the children served in for-profit Title XX centers received Title XX benefits during each month for which reimbursement was claimed (if applicable)

Class Lists

Suggested format:

Name	Date of Birth	Address	Home Phone

Purposes:

- Provide a ready reference to call parent in an emergency.
- To keep track of birthdays.
- Post in room to assist new staff or substitute staff.

Daily Attendance

Format : You can purchase a school Roll Book for $3- $4, or make your own form and keep in a loose leaf binder.

Tips:

- List each child's name separately.
- Enter start and stop dates - and reason for leaving.

Recordkeeping

- Can you and program auditors find what you need when you need it?

- Are your records organized and easily accessible so that they can be used as a reference for planning and problem solving?

- If a parent or Board member asks you a question can you give an answer within 24 hours?

- If you were suddenly indisposed, could another person understand your system to find information and keep the system going?

You probably know by now, if record keeping is "your thing." If it is not one of your strong areas, find someone who has this expertise and obtain their assistance.

Once you have a system set up, it is your responsibility to put things away promptly in the right place. The system is only good if it is used constantly as a working tool.

Checklist of Required Documentation

_____ Menus

_____ Production records

_____ Daily meal counts

_____ Children's attendance records

_____ Free and reduced-price applications

_____ Inventories of food and nonfood items

_____ Food receipts or invoices

_____ Contact with food service management company

_____ Agreement with school for food service

_____ Monitor review forms

_____ Preoperational review forms

_____ Time and attendance reports for employees

_____ Payroll documents

_____ Labor study documentation

_____ Equipment record cards

_____ Depreciation summary

_____ Utility bills

_____ Rental agreements

_____ Repair bills

_____ Administrative cost records

_____ Supplies

_____ Salaries

_____ Communication

_____ Travel

_____ Printing

_____ Other

Source: CCFP Training Materials

Budget Management Self-Analysis

Last month did your income equal your expenses?

Yes __Congratulations!
No __ Let's see if we can determine why.

Did you have full enrollment? (It often takes 6 months to a year to reach this goal)

Did you have a large unexpected bill for building repairs?

Did you purchase equipment?

Was your insurance premium due?

A more important indicator is how you did for the last quarter.

Did your income equal your expenses for the quarter?

Would your income have equalled your expenses if you had full enrollment?

If you consistently run a deficit each month, a red light is flashing. It's time for action!

Can you increase your income?

Do you have full enrollment? If not, return to Section II and follow the suggestions.

Do you participate in the child care food program? If not, perhaps you should reconsider. See Section II.

Can you increase your fee and remain competitive?

Can you cut your expenses?

Can you cut the cost of food and supplies by bulk purchases and discount stores?

Can you save by making toys and activity materials?

Can you get donated goods and services (See Section II)

Seek the help of a consultant: your DHS Licensing Counselor, lawyer, banker or a business person on your Board of Directors.

On-going Program Needs

Public Relations

Previously it has been stressed that the success of your business depends on a strong positive image in the community. On-going efforts are required to maintain it.

Suggestions:

- Update printed materials about your program once a year.
- Keep a supply of your printed materials in key places i.e., Chamber of Commerce, Department of Human Services, local schools, Department of Health, pediatricians, other child care providers.
- Sponsor an annual Open House with a key event of interest to parents of all children. **Example**: Tour of the programs, coffee and cake, a speaker on Parent Effectiveness.
- Invite nearby colleges and universities to send their students to do program and child observations, or to present special group activities.
- Plan an annual event which involves the children in your program doing some thing which helps a group in the community. **Example:** make flowers to bring to a Senior Citizens Center for a May Day celebration.
- Participate in child care advocacy issues. Make your position known to local newspapers by asking their support by doing a feature article or printing your letter to the editors. The community will see you as the resident expert on child care issues.

Note: Routine traditions will make your program an integral part of the community.

Board of Directors - How to Nurture and Maintain Interest

Be business-like in your approach.

- Meet at least quarterly.
- Send written notice of meetings 10 days in advance.
- Tell each member what is expected.
- Orient members to the center, its philosophy and activities.
- Involve members in tasks and committees.
- Keep members informed of day care activities.
- Conduct crisp meetings within allotted time.
- Maintain active nominating committee and rotate members and officers according to established terms.

Provide recognition to Board members.

- Give a prompt thank you for a completed job.
- Train staff to respond to Board participation.
- Provide opportunities for special thanks.
- Feature board members in house and community publications.

Be aware of members' needs.

- Time to change responsibilities.
- Need for more challenge.
- Symptoms of overwork.
- Follow members suggestions and provide them with feedback.

Include the Board in special events.

- Invite their help and participation i.e., Parent Night, Open House, Graduation, State Audits.

Parent Involvement

Parents are your major resource and support system. They must continue to feel involved and invested in the child's care program. If they trust you and feel you provide a valuable service, they will help to get what you need and be trouble-shooters in times of controversy and conflict.

Ways to ensure on-going parent involvement:

- Obtain a commitment of their participation from the time of enrollment i.e., sign an agreement to attend 4 meetings or workshops a year, attend 2 parent conferences a year.

- Schedule an initial parent conference within the first month of their child's attending to discuss the adjustment period.

- Offer a mid-year conference to review progress and development of the child.

- Require a year-end conference. It may be convenient to coincide with the school year calendar since parents identify with that schedule.

- Establish a liaison with the local kindergarten program. Arrange orientation visits, invite parents, ask the teacher to visit your program, and share written progress reports with the public school. Parents will come to recognize your program as the first step in their child's education.

- Invite parents with special interest or expertise to do staff training, conduct special events with your enrolled children, or to conduct workshops for other parents. This serves to tap their skills as a resource and makes them feel like an important part of the program.

- Develop a parents' newsletter. Try to create it as a project run by parents rather than the director.

- Send parents helpful information, often. i.e. the following Tips to Guard Against Child Abduction and Language Guide For Parents.

Sample Handouts
Useful Tips to Guard Against Child Abduction

Every year, hundreds of thousand of children in the United States are reported missing. Some run away, others are abducted by strangers or parents. Each year between 20,000 and 50,000 cases of missing children remain unsolved.

Parents can help protect their children from being abducted or exploited. Teach your children to:

- Say "No." No adult has authority over them simply by virtue of being a grown-up.
- Know their home address, including city and state, and phone number with area code.
- Use both push button and dial phones for local and long distance calls.
- Memorize emergency phone numbers.
- Run to the nearest public place, store or police station if they feel unsafe.
- Beware of enticements from strangers - candy, gifts, money or requests to help find a lost dog or cat.
- Not get close to a car if a stranger calls out for directions. It is easy for a stranger to pull a child into a car.
- Never admit to anyone over the phone that they are home alone. "Mom and Dad cannot come to the phone, but will call back later." Never to answer the door when home alone, and to call the neighbor if someone tries to get into the house.
- Choose well-lighted, familiar routes when walking and always walk with a friend.
- Run away, scream and make lots of noise if they are followed or grabbed by a stranger.
- Go to a checkout counter and ask for help if they are separated from you in a store.
- Never go out to a parking lot alone.
- Tell you immediately if anyone or any incident has made them feel uncomfortable.
- Always tell you where they will be playing.
- Remember a code word to be used when a parent sends an unfamiliar adult with a message.

Parents, keep recent, clear photographs of your children in at least two different poses, as well as copies of their fingerprints and dental records.

Children can be taught at an early age to be aware of the potential of kidnapping and abuse. Teach them to say "NO" to strangers, and to let someone know if they have been threatened or enticed.

Language Guide for Parents

1. Encourage your child to talk to you and take time to talk to your child.
2. Try to give him your undivided attention for at least a short period of time every day.
3. Let him tell you what he did, what he said, and how he did it.
4. Ask him questions and encourage him to speak.
5. Listen to his ideas.
6. Answer his questions.
7. Reward him with verbal praise ("That's good. You did well.")
8. Make your child alert to sounds around him.
9. Identify sounds for your child.
10. Ask him what he thinks about matters which he can understand.
11. Name things for your child - help him to call things by their right name.
12. Help him to look at pictures and describe what he sees.
13. Help him to make up stories about pictures.
14. Tell him stories, fairy tales, and nursery rhymes.
15. Stimulate your child to speak. You may want to put magazine pictures on the wall or give him objects to talk about.
16. Help your child to listen to the sounds around him and identify them. (The ring of the phone, the television, the pots and pans, the water, the door slamming, the window closing, the clapping of hands.)
17. You can play a game with your child - you make sounds and have him tell you what he has heard.
18. Take your child for a walk and talk about the things you see and hear.

19. While you're cooking, talk to your child about the foods you are making and the things you are doing.

20. On a trip to the grocery store, tell your child what you're buying. Name the foods for your child. Do the same thing in any other store.

21. Whenever you go any place with your child, try to talk to him about where you are and what you see, hear and do.

22. Help your child to notice the things in his environment. Point out things to him and perhaps, even play a game of counting how many different things he sees or how many of one thing he sees.

23. Take every opportunity to talk to your child!

Source: UT Martin Child Development Center

Maintenance and Upkeep of the Facility/Building

- Plan a line in your budget for doing repairs at the first sign of trouble. The longer you wait, the more it will cost you.

- Develop a staff policy which encourages all staff to maintain the cleanliness of their own work area, whether they personally caused the need or not.

- Tap the expertise of your parents by planning a Face-Lift Party to paint inside or outside, or to do a thorough cleaning several times a year.

- Develop a chore list for assignments for children in each program area. Children's involvement in cleaning makes them invested in keeping things clean and in order.

- Tap the resources of your community and ask for special rates on big repairs in return for advertising a job well done for your program.

Maintaining/Updating Materials and Equipment

Ask the following questions at least once a year:

- What is the general condition of the materials and equipment?
- Is there a variety of materials to work on the same basic skill areas and levels of development?
- Can you easily locate what you have?
- Are the materials and equipment evenly dispersed between program groups?

Suggestions for follow-up:

- Form a parent's committee to complete an inventory which lists type and amount under skill areas, and notes the condition of each item.
- Develop an inventory form which would be completed by each teacher or group leader once a year.
- Discuss materials and equipment at a staff meeting. Generate a list of needs to plan purchases or teacher-made materials to meet the needs identified.
- Develop adequate storage so material can be stored by category and rotated into the program areas according to interest levels and seasonal changes.
- Ask for parent volunteers to come to a work-night to paint or repair materials and equipment worth fixing.
- Ask families for donations of used-but-good toys at Christmas or birthday clean-ups at home.
- Plan a Birthday Party for the Center. Each child may be asked to bring a toy.

Checklist for a Toddler Classroom

The Room

___The room is clean.
___Colors are soft.
___The room is brightly lighted either from windows or lighting fixture.
___Some floor surface is hard and smooth.
___Some floor surface is carpeted.
___A sink and toileting facilities are located in the room.
___Unnecessary equipment does not crowd the play space.
___There are appropriate pictures on the walls at child eye-level.

The Equipment

There is enough equipment for the following interest centers:

___Play House
___Blocks
___Gross Motor Development
___ Sand and Water Play
___Art

There are:

___Changing table and container for soiled diapers
___Potty chairs
___Cots, foam mats or cribs
___Child-sized tables and chairs
___High chairs or feeding tables as needed
___Adult-sized rocker
___Low open shelves for toy storage
___Room dividers higher than child eye-level but lower than adult eye-level
___Board, cloth or home-made books, magazines
___Record player, records, rhythm instruments
___Flannel board and cut-outs for simple stories
___Pillows, rugs, bean bags, mattress or sofa for softness

The Arrangement

___Equipment is organized into interest centers
___ Play materials are arranged on shelves for easy access and clean-up by children
___The changing table, art center and water table are near the water supply.
___ Interest centers which have a high noise level are not located near quieter centers.
___ Interest centers using messy materials are not located near those using dry materials
___ There are no wide open spaces to encourage running.
___Traffic paths do not lead children through interest centers.
____There is a private space for the child who needs to be alone.

Safety

___Adult materials are stored out of children's reach and out of their sight.
___Unused electrical outlets are covered.
___Any materials or equipment which could be hazardous to the children are properly stored.

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Checklist for a Classroom for Three to Five Year-olds

The Room

___The room is clean.
___Soft colors are used for walls and the floor.
___The room has enough light.
___Some floor surface is hard and smooth for easy clean-up.
___Some floor surface is carpeted for softness, comfort, and sound control.
___A sink and toileting facilities are in or near the room.
___Unnecessary equipment does not crowd play space.
___ Appropriate pictures, including examples of the children's art work, are displayed on the walls at child eye-level.
___A comfortable temperature can be maintained.

The Equipment

___The equipment is clean, freshly painted, and in good repair.
___Low open shelves are provided for orderly toy storage.
___Room dividers separate interest centers. They are higher than child eye-level to reduce distraction and stimulation, and lower than adult eye-level for supervision.
___There are enough toys and materials so that there are at least five per child at any one time.
___There are many open materials. (Those which are responsive to the children such as sand, water, paint, dough, and blocks.)
___ Props, such a dress-up clothes and empty food packages are provided to enrich play.
____Softness, such as rugs, pillows, mattress or bean bags, is provided to reduce tension.

The Arrangement

___The room is arranged in clearly defined interest centers.
___The Art Center and Cooking Center are near water.
___ There are no wide open spaces to encourage running.
___Traffic paths do not lead children through interest centers.
___Interest centers are set up so that children are encouraged to play in small groups.
___There is a private space for a child to remove himself from the stimulation of the group when he feels the need.
___Noisy and quiet interest centers are not located together.
___Centers using messy materials such as paint or water and those using dry materials are not located together.

Safety

___Adult materials are stored out of children's sight and reach.
___Electrical outlets are covered.
___Any materials or equipment which could be hazardous to the children are properly stored.

Once Over

___The total room does not look cluttered with too many patterns or things on walls.
___The room appeals to all the children's senses (sight, touch, smell, hearing--adequate lighting, soft music, contrasting textures, clean and pleasant odors, soft colors, and a comfortable temperature).

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Program Evaluation

Program Evaluation is a tool to take an organized close look at all components of your program. Such a tool should encompass most of the topics addressed in Section III of this manual.

Family or Group Day Care Home programs may use a basic one page form to make a summary statement of status and plans in the following areas:

- Enrollment
- Curriculum/Materials/Equipment
- Health and Safety Status
- Parent Contact
- Progress and Satisfaction of Children Served
- Physical Plant
- Record Keeping
- Income/Financial Management

A **Day Care Center** program should have a more comprehensive form and involve the participation of the staff members. Developing and implementing the program evaluation would be an ideal project for a Board member who has such interest and the expertise.

Suggestions for areas to address are:

- Enrollment
- Recruitment/Public Relations
- Staff Development, Supervision, Evaluation
- Physical Appearance of Facility
- Health and Safety
- Record Keeping
- Curriculum
- Materials and Equipment
- Children's growth and development
- Liaison with local kindergarten

By conducting your own in-house audits, you will always be prepared for those from regulatory bodies i.e., Health and Environment Inspectors, Fire Inspectors, Child Care Food Program Inspectors, and the Day Care Licensing Counselors.

Another source of feedback is your parents. An annual Parent Satisfaction Survey may provide very useful information to plan for change to better serve their children.

References

BredeKamp, Sue, (Ed.) (1987). *Accreditations Criteria & Procedures.* National Association for The Education of Young Children, Washington, D.C.

Derman-Sparks, Louise & The A.B.C. Task Force (1989). *Anti-Bias Curriculum - Tools For Empowering Young Children.* National Association For the Education of Young Children, Washington, D.C.

Division of Church & Society (1987). *Helping Churches Mind The Children.* National Council of The Churches of Christ. New York, New York.

Neighbors, Diane; Hawkins, Carol; Helmey, Stephen; Witherspoon, Cathi (Ed.) (1987). *Designing Spaces For Young Children.* Tennessee Department of Human Services, 400 Deaderick Street, Nashville, TN 37219. DHS authorization number 345246.

Save the Children. Family Day Care: An Option for Rural Communities. Save the Children, Atlanta, Georgia.

List of Associations
(each offers useful current publications
and conference schedules)

National Association For The Education of Young Children (NAEYC)
1834 Connecticut Avenue, N.W.
Washington, D.C. 20009
(202) 232-8777 or (800) 424-2464

Tennessee Association For The Education of Young Children (TAYC)
Vivian Hodges, Pres.
Jackson, TN (901) 422-5716
*There are also regional AYC's. i.e., Jackson Area, Memphis, Northwest;
Ask your local Licensing Counselor for your local group.

Ecumenical Child Care Network
(National Council of The Churches of Christ in The United States of America)
425 Riverside Drive, Room 572
New York, N.Y. 10115 - 0050
(212) 870-3342

Save The Children
1340 Spring Street, N.W. - Suite 209
Atlanta, GA 30309
(404) 885-1578

Children's Defense Fund
P.O. Box 7584
Washington, D.C. 20077-1245

Center For Child Abuse & Neglect
P.O. Box 1182
Washington, D.C. 20013
(202) 245-2856

Alliance For Better Child Care
122 C Street, N.W.
Washington, D.C. 20001-2193
(202)628-8787

Child Care Action Campaign
99 Hudson Street, 12th Floor
New York, N.Y. 10013
(212) 334-9595

Child Care Law Project
625 Market Street, Suite 815
San Francisco, CA 94105
(415) 495-5498

Council For Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

National Center For Clinical Infant Programs
733 15th Street, N.W. - Suite 912
Washington, D.C. 20005
(202) 347-0308

National Child Care Association
1501 Benning Road, N.E. Lower Level
Washington, D.C. 20002-4599
(202) 397-3800

National Black Child Development Institute
1463 Rhode Island Avenue, N.W.
Washington, D.C. 20005
(202) 387-1381

Resources For Child Care Management
P.O. Box 672
Bernardsville, N.J 07924
(201) 766-9237

Southern Association on Children Under Six
Box 5403, Brady Station
Little Rock, Ark 72215
(501) 227-6404

Child Care Information Exchange
P.O. Box 2890
Redmond, WA 98073

Council For Early Childhood Professional Recognition
1341 G. Street, N.W., Suite 802
Washington, D.C. 20005
(for Child Development Association credential)

Publications and Periodicals

Ecumenical Child Care Newsletter,
Child Advocacy Office, National Council of Churches, Room 572, 475 Riverside Drive, New York, NY 10115-0050.
Bi-monthly - free to ECCN members.

Bananas,
6501 Telegraph Avenue, Oakland, CA 94609, (415)658-7101. Bimonthly R&R newsletter on locating and choosing care provider training resources, social services for parents in Northern California, but useful nationally.

Black Child Advocate
National Black Child Development Institute, Inc., 1463 Rhode Island Avenue, N.W., Washington, D.C. 20005
Quarterly - free with membership in NBCDI.

BusinessLink, The Report on Management Initiatives for Working Parents
Resources for Child Care Management, Box 672, Bernardsville, NJ 07924.
Quarterly - free.

CDF Reports
Children's Defense Fund, 122 C Street NW, Washington, D.C. 20001.
Monthly - $27.95 year.

Child Care Employee News
Child Care Employee Project, P.O. Box 5603, Berkeley, CA 94705

Child Care Information and Referral Issues
809 Lincoln Way, San Francisco, CA 94122.
Quarterly - $20.00 year.

Child Care Information Exchange
P.O. Box 2890, Redmond, WA 98073.
6 issues a year - $25.00.

Children Today
Office of Development Services (OPA), U.S. Dept. of Health and Human Services, 200 Independence Ave. S.W., Room 356-G, Washington, D.C. 20201.
6 issues a year - $11.00

Day Care and Early Education
Human Sciences Press, 72 Fifth Ave., New York, NY 10011.
Quarterly - $20.00 a year

Child Care Connection
Day Care Information Service, 332 W. Edmonston Dr., Rockville, MD 20852,
($142 a year) Handbook for Day Care Professionals comes with subscription.

Early Childhood Research Quarterly
Ablex Publishing Company, 355 Chestnut Street, Norwood, NJ 07648.
Quarterly - $24.50 for individuals, $55.00 for institution.

Family Resources Coalition Report
230 N. Michigan Avenue, Suite 1625, Chicago, IL 60601.
Quarterly - $15 a year individual, $30.00 organizations.

Interracial Books for Children
1841 Broadway, New York, NY 10023.
Bulletin issued three times a year - $10.00.

Preschool Perspectives
P.O. Box 7525, Bend, OR 97708.
Monthly - $1.50 each

Report on Preschool Programs
The Biweekly Newsletter of Programs for Early Childhood Development
1300 N. 17th Street, Arlington, VA 22209.
$131.00 a year. Policy information, invaluable for adminstrators and child care advocates.

Resources for Child Caring, Inc.
(a non-profit organization dedicated to "providing high quality of services and products that will help improve the care of young children,")
906 N. Dale Street, St. Paul, MN 55103. Toys'n Things Press is a division which reviews and evaluates children and adult books, filmstrips, training methods, guides, and publishes its recommendations in periodic catalogues.

SACC Newsletter
School Age Child Care Project, Wellesley College Center for Research on Women,
Wellesley, MA 02181.
3 times a year - free.

School Age Notes
P.O. Box 120674, Nashville, TN 37212
6 times a year - $12.00

Working Mother
230 Park Avenue, New York, NY 10169.
Monthly

Young Children
Journal of the National Association for the Education of Young Children,
1834 Connecticut Avenue NW, Washington, D.C. 20009.
Included in membership dues, 6 issues a year - $20.00 annual dues.

Young Health
American Academy of Pediatrics, Publications Department, P.O. Box 927,
Elk Grove Village, IL 60009
Quarterly - $24.00/100 copies each quarter.

Zero to Three
National Center for Clinical Infant Programs, 733 15th Street NW, Suite 912,
Washington, D.C. 20005.
5 times a year - $18.00